

GRADES 1-3

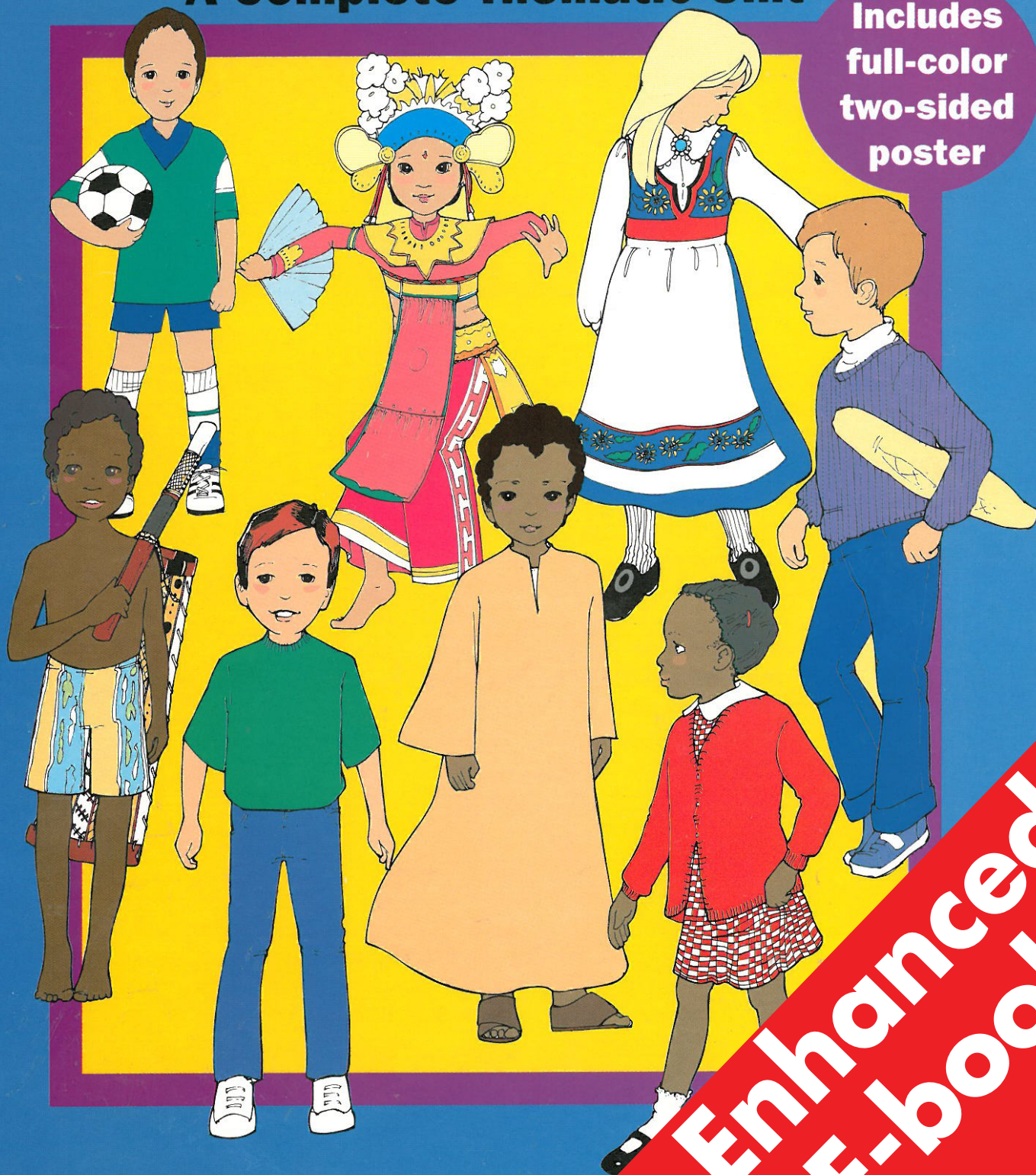


Evan-Moor  
EMC 549

# The World is our Neighborhood

A Complete Thematic Unit

Includes  
full-color  
two-sided  
poster



Enhanced  
E-book



# The World Is Our Neighborhood

Our neighborhood stretches far beyond the corner store. As we share resources with neighbors who are on the other side of the world, it is clear that we are connected. This unit explores our interdependence with all the peoples of the world.

Teacher idea pages provide material for:

- critical thinking
- beginning research projects
- international art experiences
- foreign language exercises
- geography and map skills
- a study of eight countries:  
Australia, Kenya, Egypt,  
Canada, Indonesia, Argentina,  
France, Sweden

Patterns and reproducible pages are provided where needed.  
Two full-color posters are explained on the inside back cover.

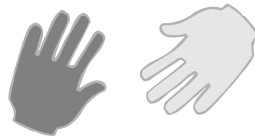
## Bibliography

Listed below are some general resources. Books on specific countries are listed on the teacher resource pages for each country in the unit.

***Children Around the World*** by Lynda Snowden; Dillon Press Inc., 1986.  
***For Every Child, A Better World*** by Louis Gikon and Ellen Weiss; Muppet Press, 1993.  
***My Shalom, My Peace*** edited by Jacob Zim; McGraw-Hill, 1975.  
***My World Peace*** edited by Richard and Helen Exley; Passport Books, 1985.  
***Peace Begins With You*** by Katherine Scholes; Little Brown & Company, 1989.  
***Sleep, Sleep, Sleep*** by Nancy Van Laan; Little, Brown & Company, 1995.  
***Street Rhymes Around the World*** edited by Jane Yolen; Wordsong, 1992.  
***World, World What Can I Do?*** by Barbara Shook Haxen; Abingdon Press, 1976.

Several series of books to look for:

***Children of the World***; Gareth Steven Publishing  
***Enchantment of the World***; Children's Press  
***A Family in...*** (many titles available); Lerner Publications Company  
***A New True Book***; Children's Press



Congratulations on your purchase of some of the finest teaching materials in the world.

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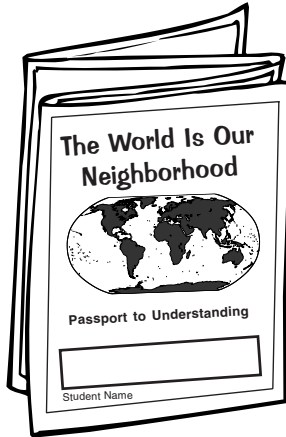
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# About This Unit

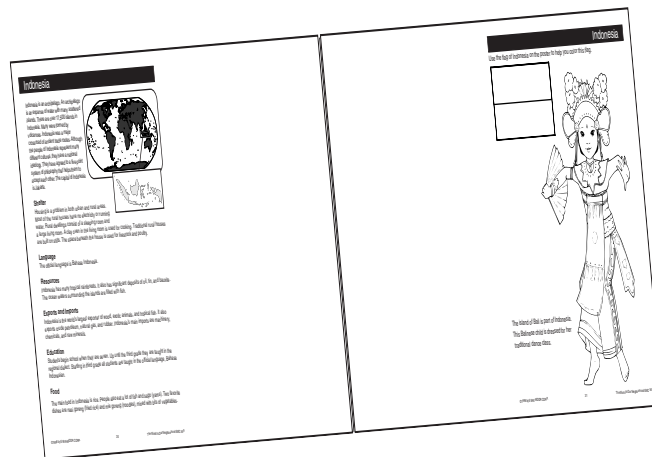
## Passports

Issue your students individual passports at the beginning of the unit (pattern page 4). Each time students complete their study of a country, affix that country's stamp (on outside edge of this page) to their passport. When your class completes the study of all eight countries, the passport becomes confirmation of their journey around the world.



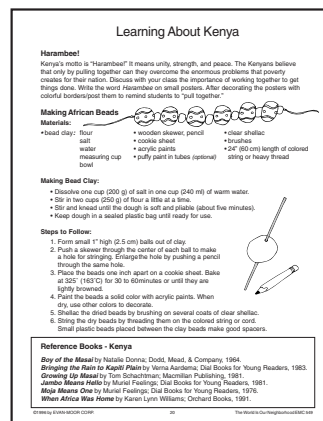
## Neighbors in Our World Fact Pages

A two-page section is presented for each country highlighted in this unit: an information page and a page picturing the country's flag and a child. The information page can be copied for students as part of a World Neighbor reference book or used solely as teacher information. For older students, the pages might also serve as a format for individual reports. Students can choose a new country and complete research to create a similar two-page report on their country.



## Neighbors in Our World Activity Pages

Following the information section on each country, there is a teacher resource page of suggested activities and a reproducible student page. The suggested activities can be used as part of a center, done as independent work, or completed as whole-class activities.



# Room Environment

## Using the Poster and Patterns

Side Two of the poster included in this unit is a world map. Post it for easy reference as you discuss the location of neighbors around the world. As you “travel” to each country, reproduce the pattern of the child. Post it next to the correct flag and run a piece of yarn from the figure/flag to the country. Have students notice that country’s location in relation to their country.

Note: Most children are shown in some form of traditional dress. You will want to point out that children in most countries, especially those in towns and cities, dress much like we do.



## Charting Basic Information

Create a giant butcher paper grid on the wall for the entire unit (see sample below). Make a transparency of the grid page 3 to use for each individual country. As you make the eight stops in this journey around the world, talk about the way that the countries satisfy their needs for shelter, clothing, food and water, education, and resources. As a whole class, fill in the information on the transparency. Transfer later to the wall grid. Use this information to point out similarities and differences among countries. Emphasize the interdependence among countries, helping students to realize that all inhabitants of the earth are connected.

## We All Need the Same Things

	Shelter	Clothing	Food and Water	Education	Resources
Australia					
Indonesia					
Kenya					
Argentina					
Egypt					
France					
Canada					
Sweden					

Note: Enlarge this grid to be used for recording information as you study each country in your journey around the world or copy for students to record their own information.

name of country

# Facts About

Shelter	Clothing	Food and Water	Education	Resources

# Student Passport

page 2


## Materials:

- patterns on this page
- 4" x 15" (10 x 38 cm) strip of construction paper
- glue

## Steps to Follow:

- measure off 3" (7.5 cm) on construction paper strip and fold
- accordion fold remainder of paper strip
- glue forms to folded strip

front

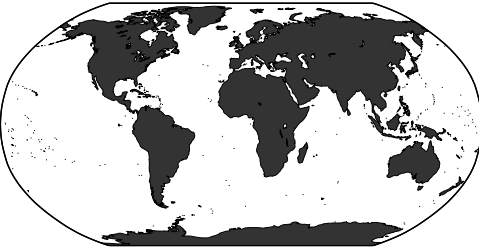
<b>The World Is Our Neighborhood</b>  Passport to Understanding Student Name _____	The passport belongs to: Name _____ Address _____ Date of birth _____ Place for country stamp Date _____	I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____
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back

I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____	I have visited Place for country stamp Date _____
---	---	---	---	---

cover

## The World Is Our Neighborhood



### Passport to Understanding

Student Name

( 1 for each student)

**This passport belongs to:**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Date of birth** \_\_\_\_\_

picture or  
photo of  
student

( 1 for each student)

pages 3-10

**I have visited**

place for  
country  
stamp

**Date** \_\_\_\_\_

( 8 for each student)



# Who Is a Neighbor?



Use the following activities to develop the idea that a neighbor is someone who lives nearby and shares basic common resources.

1. Begin in the classroom by asking, “Who sits beside you?” “What things do you share?” Spend a few minutes developing the idea that the things that are provided for us to use are called **resources**.
2. Take a short walk outside your classroom. Ask students, “Who are our classroom’s neighbors?” “What resources do we share with them?”
3. Continue to expand your concept of neighborhood, discussing the school’s neighbors, your city’s neighbors, your state’s neighbors, and your country’s neighbors. Challenge students to consider what resources they share with their neighbors in each instance.
4. Reproduce page 6 for each student. Complete together or individually, depending on your class’ ability level.
5. Reproduce the poem on page 7 for each student or onto an overlay. Read together and discuss the ideas presented. Ask children to decide which of the first three stanzas best describes where they live. Discuss how we are all part of a world neighborhood. Do they agree or disagree? Why?

Note: Reproduce this page for each student.

### Who Is My Neighbor?

When I sit in class my neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My classroom’s neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My school’s neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My city’s neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My state’s neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My country’s neighbors are \_\_\_\_\_ and \_\_\_\_\_.

Here is a picture of a neighbor who \_\_\_\_\_.

My neighbor’s name is \_\_\_\_\_.

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### My Neighbor

My neighbor lives beside me  
In a house a lot like mine.  
We wait to catch the bus to school  
Beside the red stop sign.

My neighbor lives beside me.  
The apartment’s down the hall.  
We meet out on the playground  
For a game of basketball.

My neighbor lives beside me  
Across the bridge and down the road.  
We do our chores together.  
It’s nice to share the load.

Can a person be my neighbor  
Even though he’s far away?  
We share the rain and sky and sun  
As we go through the day.

All of us who live in the world  
Whatever our land of birth,  
Are all connected in many ways  
In a neighborhood called earth.  
*Jill Norris*

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# Who Is My Neighbor?

When I sit in class my neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My classroom's neighbors are \_\_\_\_\_ and \_\_\_\_\_.

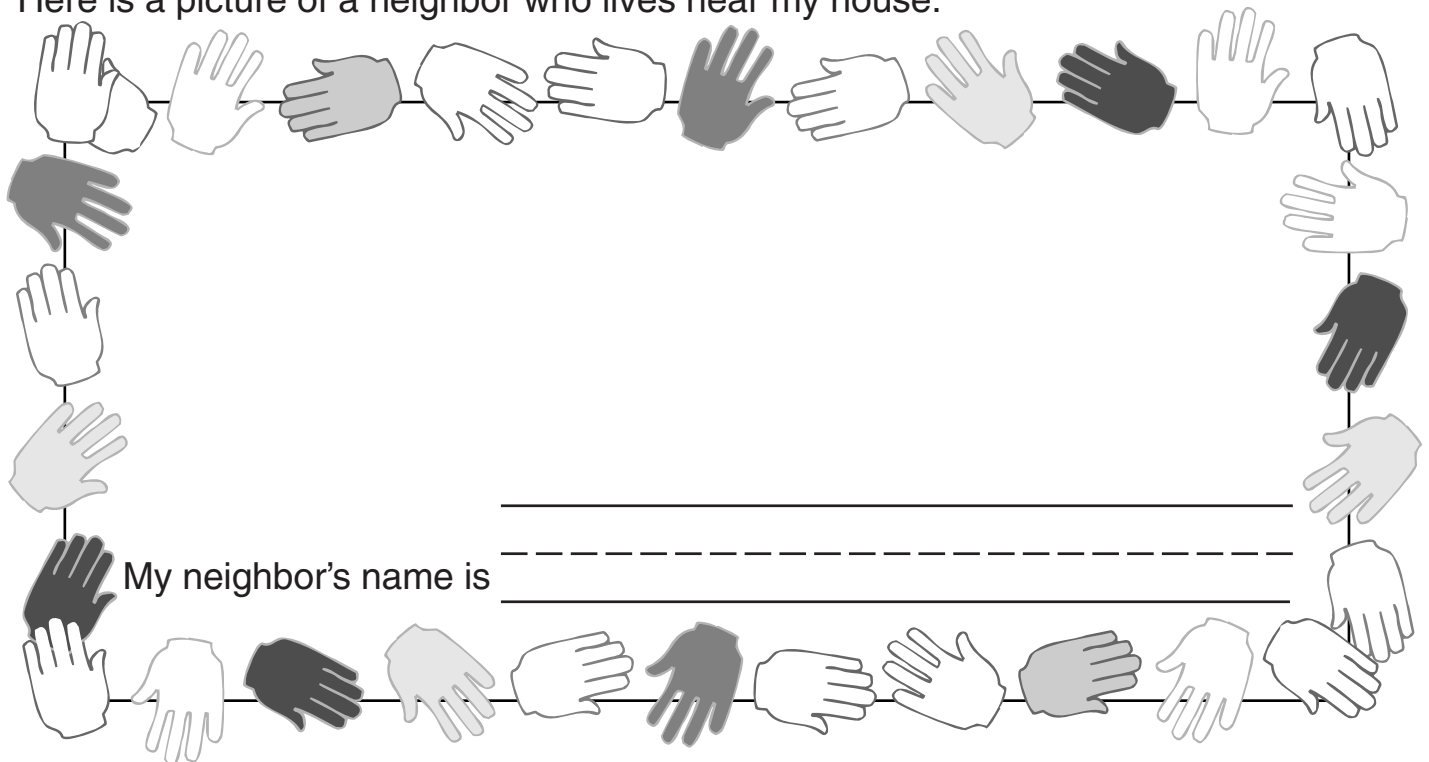
My school's neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My city's neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My state's neighbors are \_\_\_\_\_ and \_\_\_\_\_.

My country's neighbors are \_\_\_\_\_ and \_\_\_\_\_.

Here is a picture of a neighbor who lives near my house.



# My Neighbor

My neighbor lives beside me  
In a house a lot like mine.  
We wait to catch the bus to school  
Beside the red stop sign.

My neighbor lives beside me.  
The apartment's down the hall.  
We meet out on the playground  
For a game of basketball.

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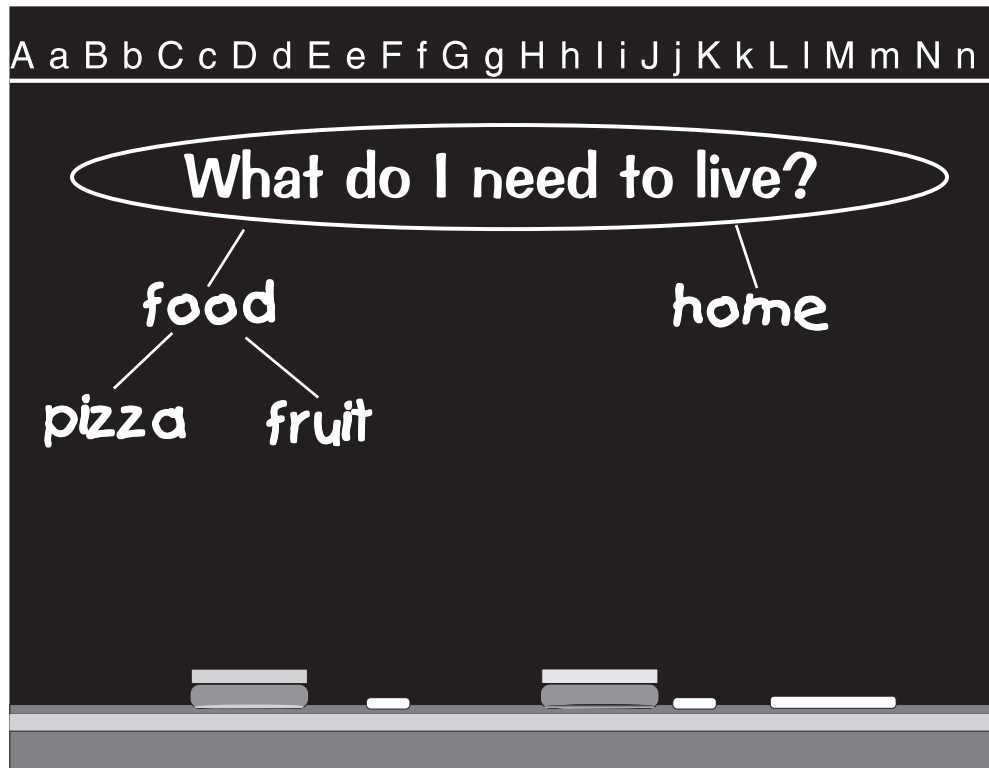
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Whatever our land of birth,  
Are all connected in many ways  
In a neighborhood called earth.

*Jill Norris*



# All People Have Basic Needs



## What Do You Need?

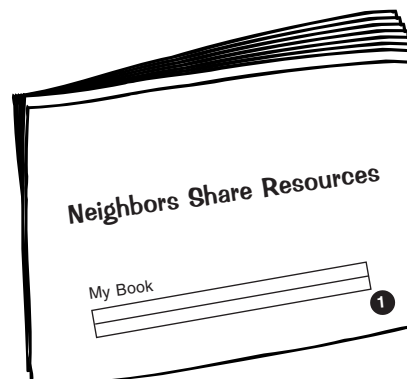
1. Lead your class in a discussion of basic needs. Begin by asking, "What do you need to live?" Write students' responses on a large chart or chalkboard. Accept all ideas in a brainstorming session. Then continue by evaluating the ideas to determine whether the suggestions are necessities. Your list should narrow to the basic needs of food and water, shelter, and clothing.

Encourage your students to recognize that these are basic needs of all people regardless of where they live. As you "visit" each country in this unit, note how the people of that country meet these basic needs.

2. Reproduce the activity sheet on page 9. Have students draw and write to show how they meet their basic needs.

## Neighbors Share Resources To Meet Their Needs

Reproduce pages 10-13 for each student. Cut the pages in half and assemble them into a little book. As you read the book together discuss the text and the illustrations. Point out the examples of shared resources.

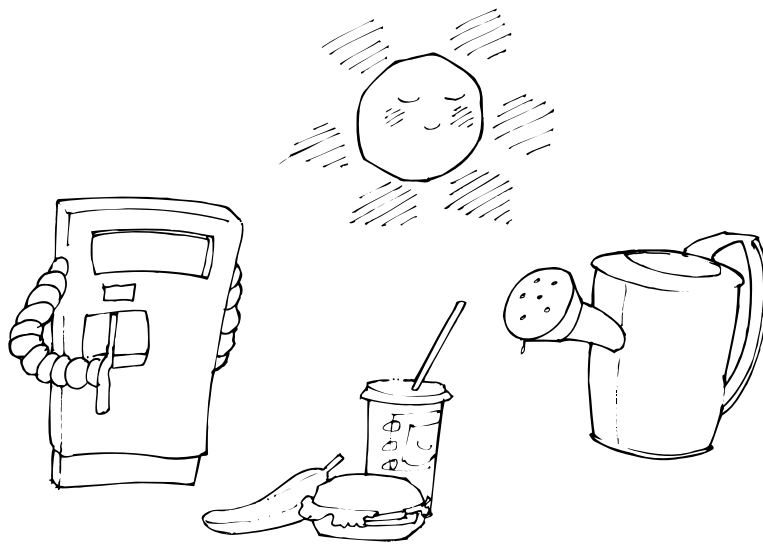


# How I Meet My Basic Needs

Draw to show how your needs for food and water, shelter, and clothing are met.

I need food and water.
I need shelter.
I need clothing.

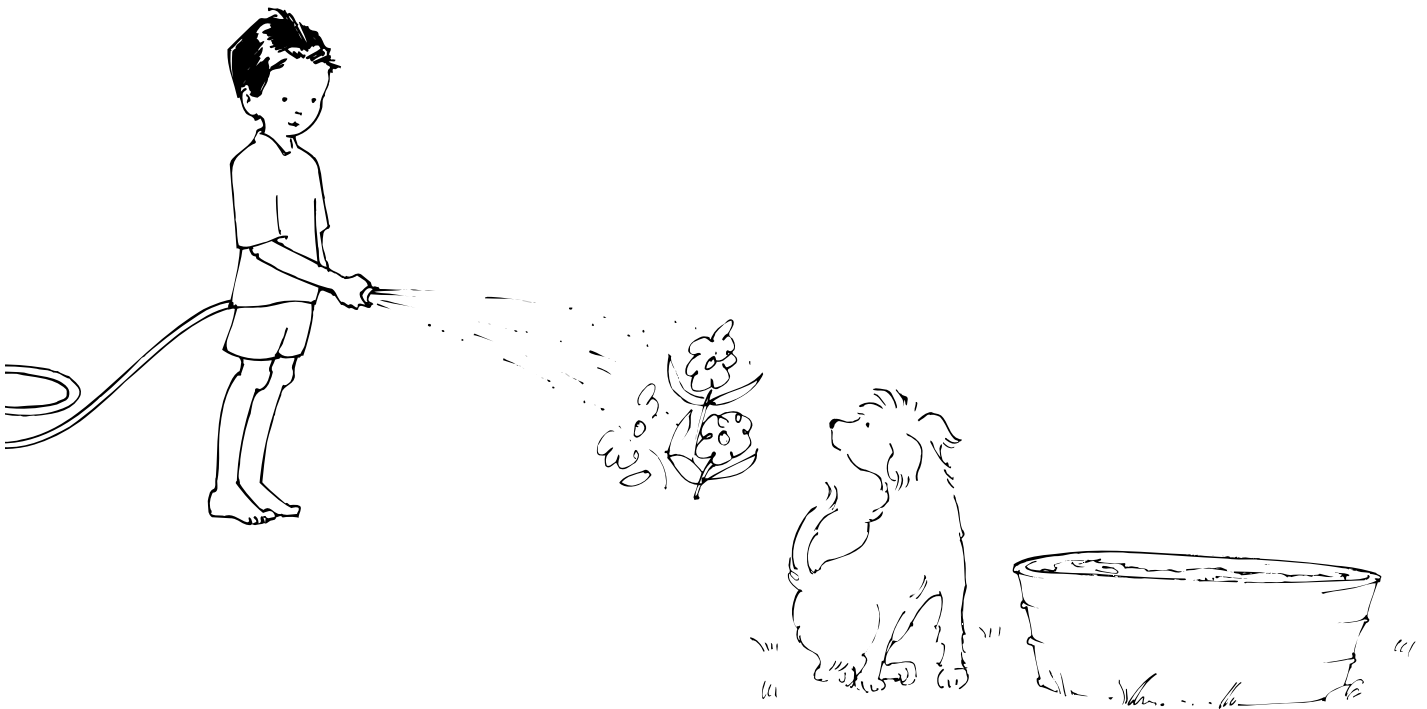




## Neighbors Share Resources

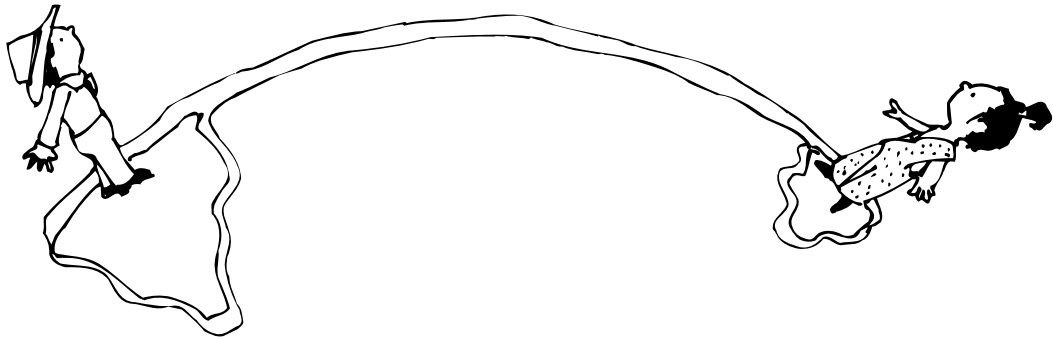
My Book


1



People in all parts of the world  
share resources to meet their needs.

2



The sun provides heat and light and energy to me  
and to my neighbors on the other side of the world.

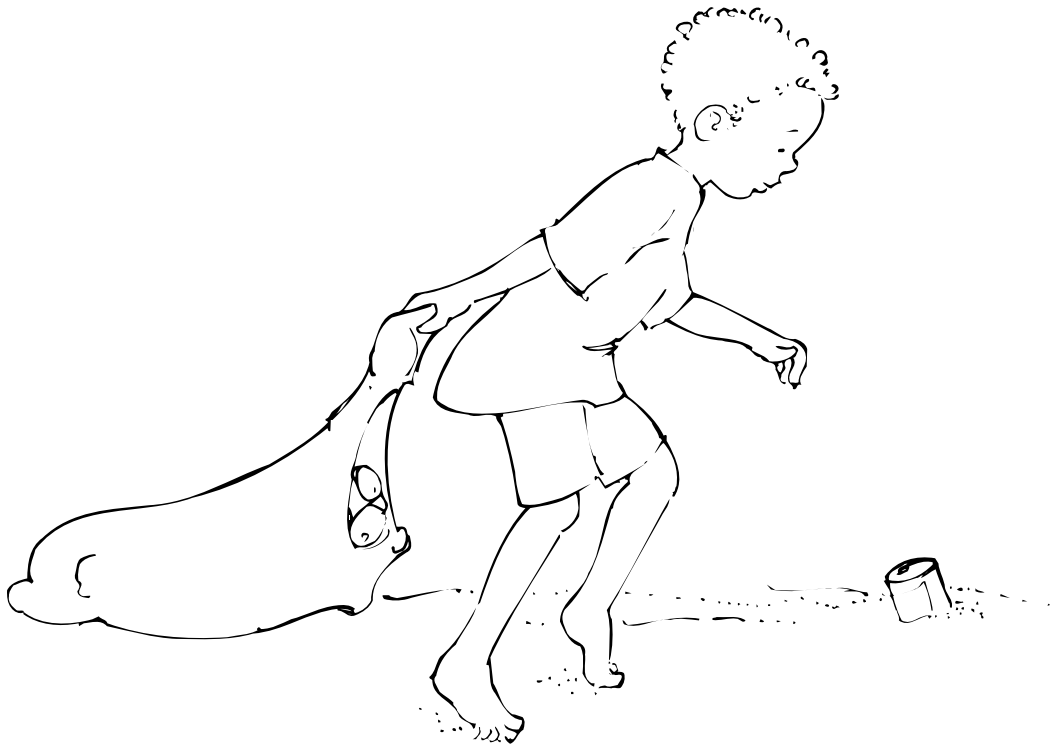
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3



We all need food and water and fuel,  
so we have to share them.

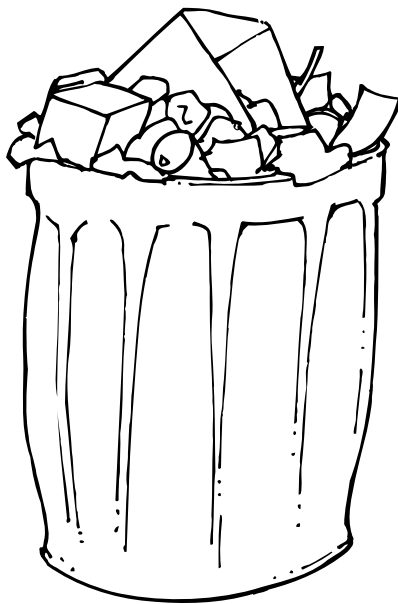
4



The way that I take care of the resources that I have affects my neighbors. The way that they take care of their resources affects me.

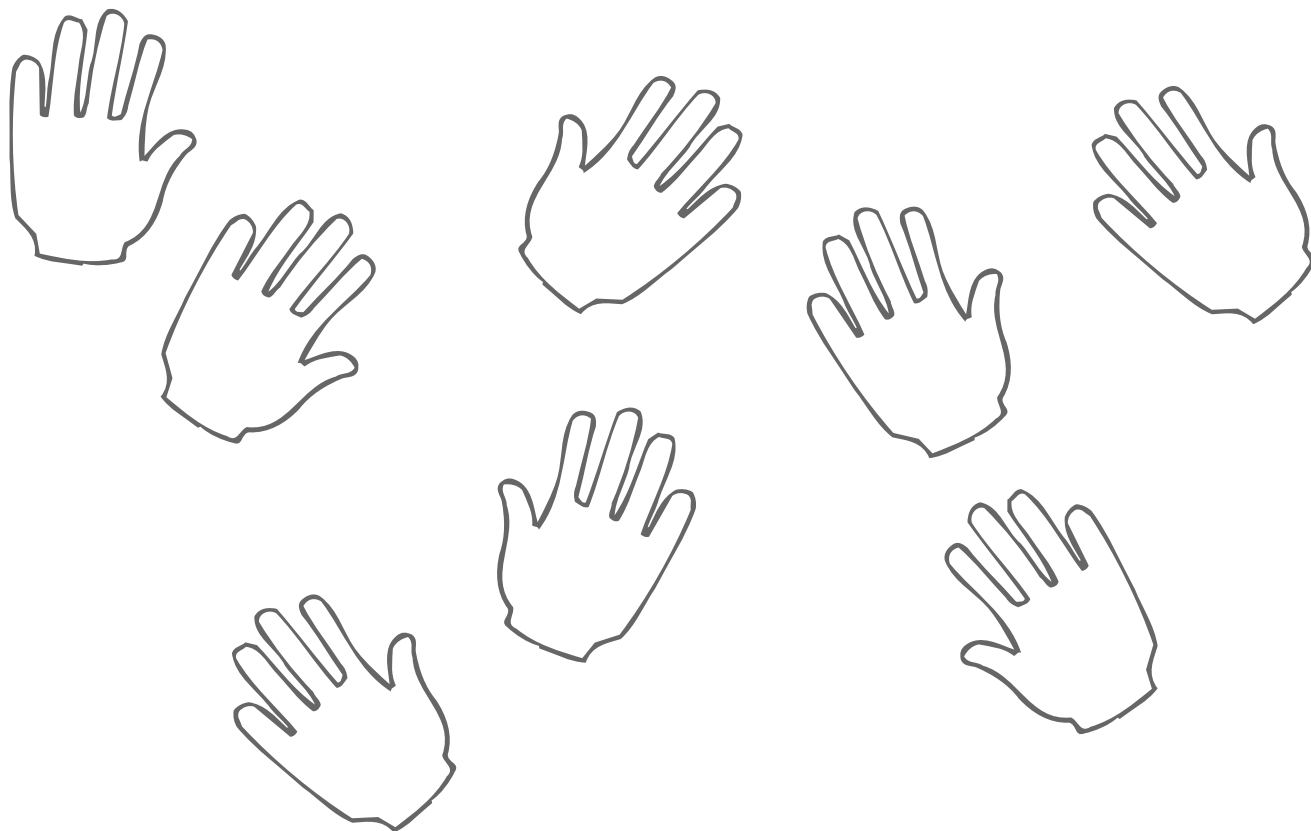
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5



Sometimes there is not enough food or water or fresh air. Sometimes there is too much trash or pollution.

6



We must work together to make our  
world neighborhood a good place.

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7

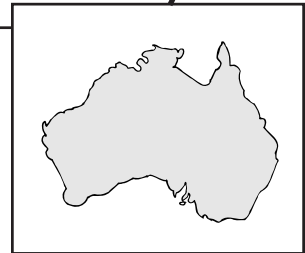
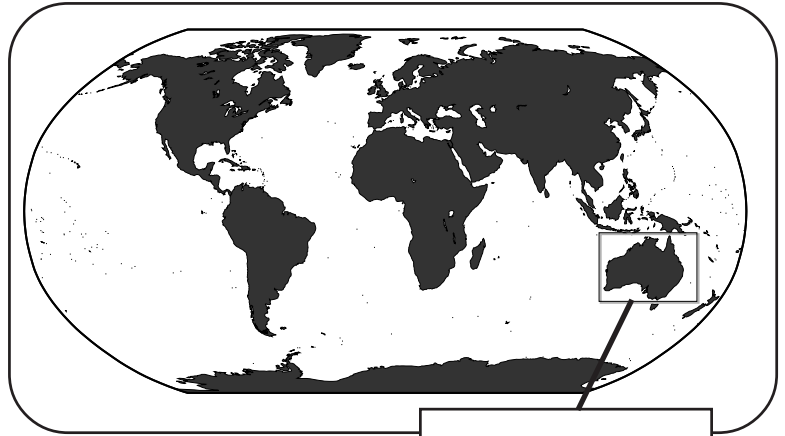


Then we can share peace.

8

# Australia

Australia is the world's smallest continent and sixth largest country. It has proportionately more desert land than any other continent. Australia is in the southern hemisphere and is often referred to as "down under." Summer in Australia begins in December and lasts through March. The capital of Australia is Canberra.



## Language

The official language of Australia is English.

## Shelter

Most Australians live in cities, mainly along the eastern coast. Many have single-story homes with yards and gardens. Apartment houses are rare. The native Australians are called the Aborigines. They live throughout Australia, although some live on special reserves.

## Resources

Australia has rich mineral reserves. They include coal, iron ore, bauxite, zinc, lead, nickel, copper, and gemstones. The vast grazing lands are used to graze sheep and cattle. Australia is home to many unique and interesting animals such as the kangaroo, koala, wombat, and platypus.

Australia does not have much fresh water. They carefully regulate their water use.

## Exports & Imports

Australia exports agricultural products such as wool and wheat. Some agricultural products are processed before they are sold to other countries. Australia manufactures machinery and steel for export. It also exports coal. Australia imports materials used in manufacturing as well as some machinery and transportation equipment.

## Food

Australians eat a lot of lamb and beef.

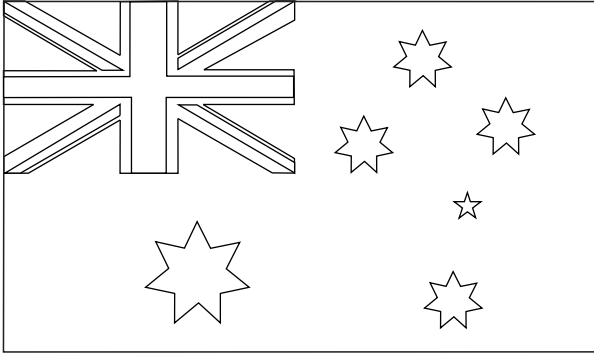
## Schools

Children in Australia must attend school from age six to age fifteen.



# Australia

Use the flag of Australia on the poster to help you color this flag.



The Aborigines are the native peoples of Australia. This Aborigine child may learn to play a didgeridoo, an Aboriginal wind instrument.

# Learning About Australia

## Touring Through Literature

Read *Possum Magic* by Mem Fox, an Australian author. On a map of Australia, trace the route that Hush and Grandma Poss took as they looked for the special magic. Note the foods mentioned and discuss whether your students have eaten similar dishes.

## Marsupial Math – Patterning

Reproduce the patterns of koala, kangaroos, opossums, and wombats on page 17 to use for patterning.



1. Lay out a pattern. Have students copy the pattern exactly. Begin with simple patterns. Create more complicated ones by varying the position and color of the marsupials.
2. Have students create their own patterns. Challenge them to include several patterns in each sample. Ask them to read their patterns aloud to check for understanding.

## Marsupial Math – Beginning Multiplication and Division

Make several koalas and many long, thin leaves out of felt to use with this activity.

1. Place three koalas on the flannel board. Hold up two leaves. Say, “Each koala needs two leaves. How many leaves will I need to get to feed all three koalas?” Have students write the multiplication sentence that will help them to solve this problem. Then put two leaves by each koala to determine the answer. Continue with different numbers of koalas and different quantities of leaves.
2. Reverse the procedure by starting with the leaves. Say, “I have 12 leaves. If I have 2 koalas, how many leaves will each koala get?” Use the koalas and leaves to check each problem.

## Reference Books - Australia

*Down Under* by Jan Reynolds; Harcourt Brace Jovanovich, 1992.

*A Family in Australia* by Rollo Browne; Lerner Publications Company, 1987.

*Koala Lou* by Mem Fox; Harcourt, Brace, Jovanovich, 1988.

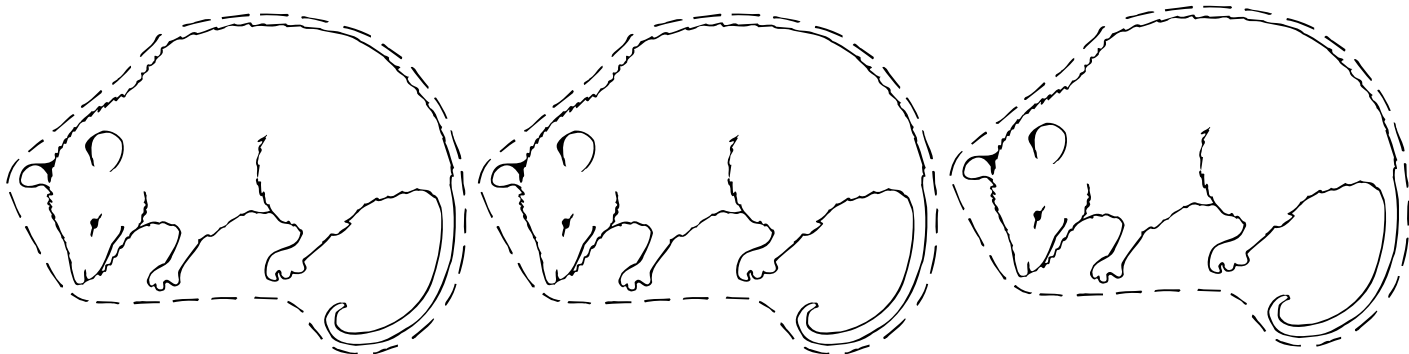
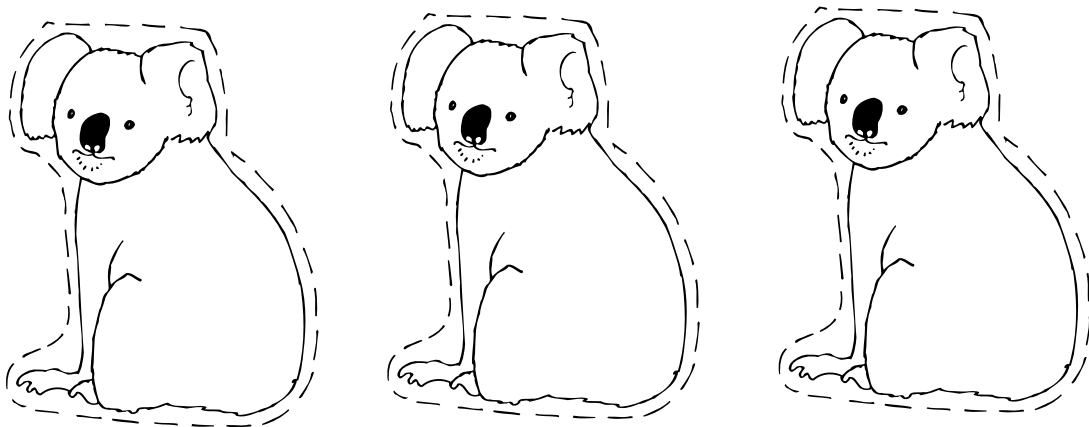
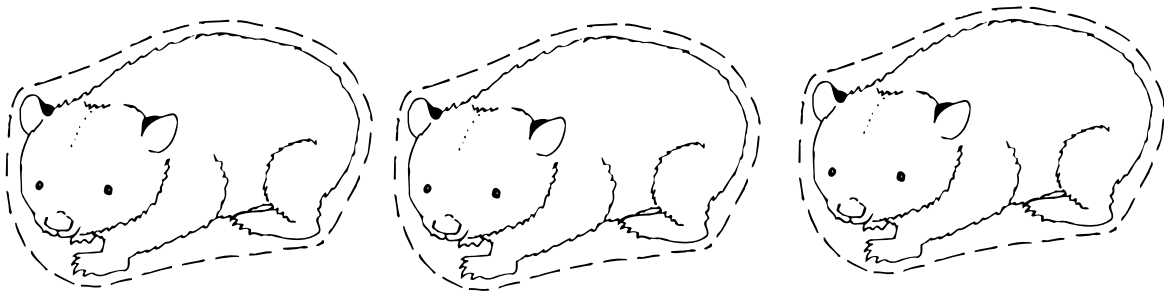
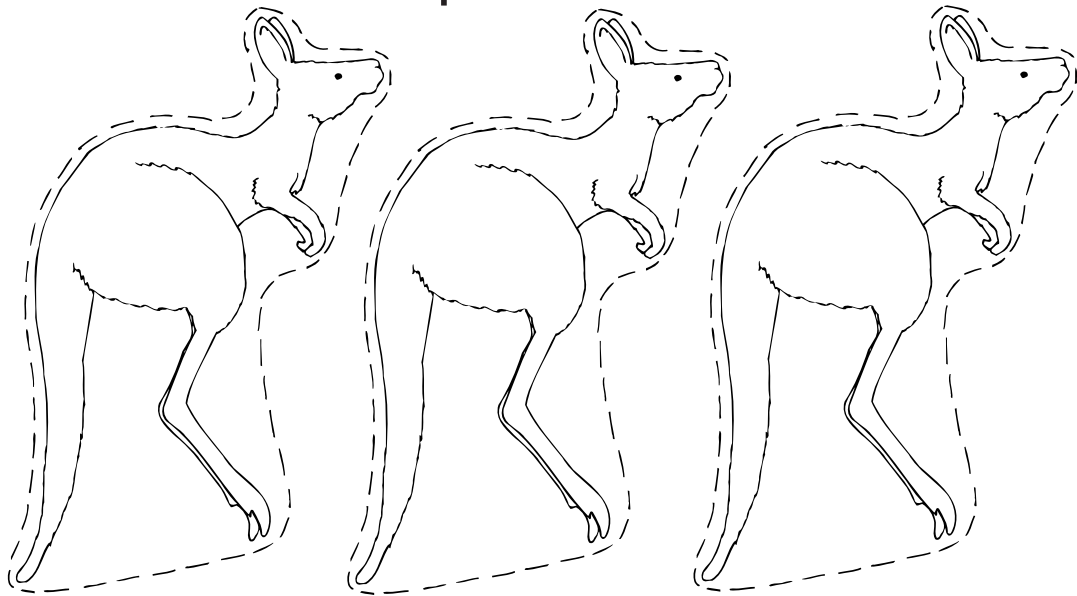
*My Grandma Lived in Gooligulch* by Graeme Base; The Australian Book Source, 1983.

*A New True Book – Australia* by D.V. Georges; Children’s Press, 1986.

*Possum Magic* by Mem Fox; Abingdon Press, 1987.

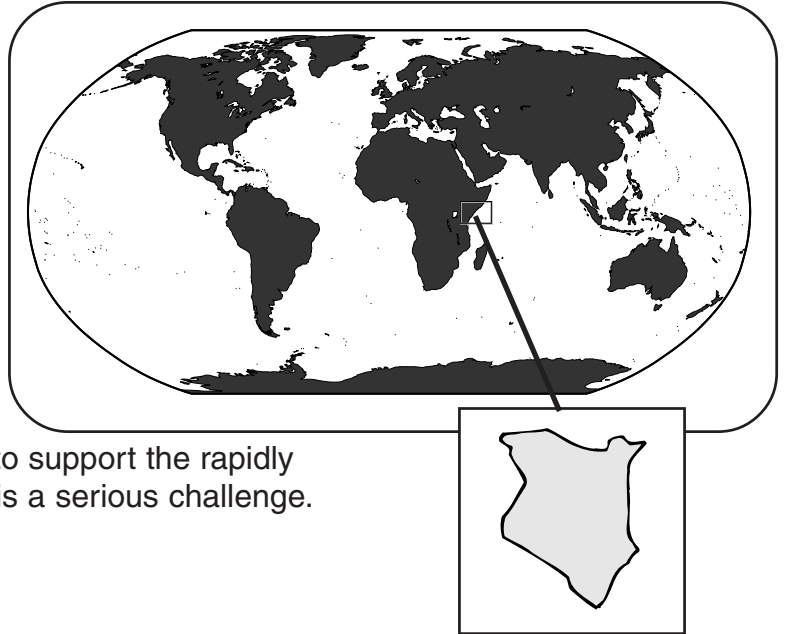
*Wallaby Creek* by Joyce Powzyk; Lothrop, Lee & Shephard Books, 1985.

# Marsupial Patterns



# Kenya

Kenya is a small country on the eastern coast of Africa. It is a very dry country. Most of its land is desert. The people of Kenya come from 40 different ethnic groups. The groups have different languages and different customs, but they live together in Kenya. Land is important to a person in Kenya. Kenyans consider the plot of land where they were born to be home. It represents their identity, their roots, and their wealth. Today there is not enough land to support the rapidly growing population. This land shortage is a serious challenge. The capital of Kenya is Nairobi.



## Language

The official language of Kenya is Swahili.

## Shelter

Most of the people of Kenya do not live in cities. They are farmers and hunters. Some people live in houses made of dried mud and thatch. Kenyans who live in Nairobi (a world commercial center) have modern houses.

## School

About 80% of the children in Kenya attend school. After eight years in school, students are given a test to determine whether they can continue.

## Resources

Kenya has abundant wildlife and grassland. It has a youthful population. One half of its population is under 15.

Kenya has no coal or petroleum.

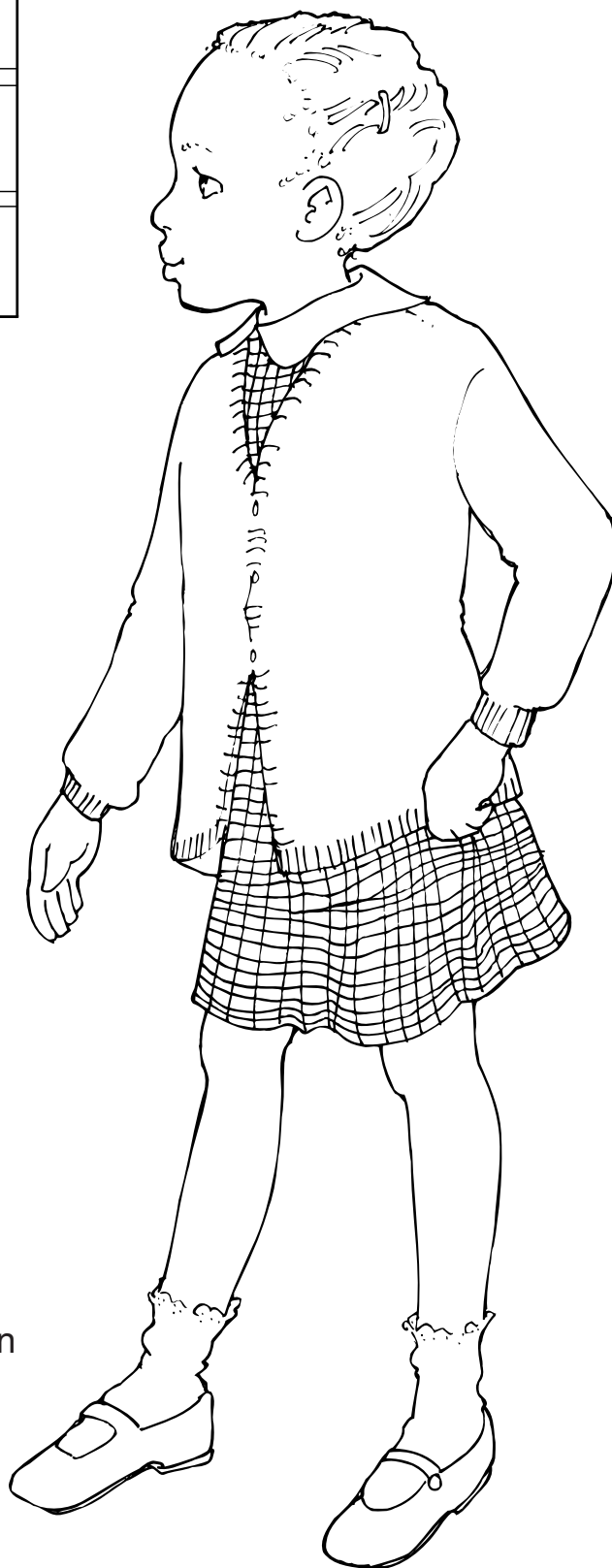
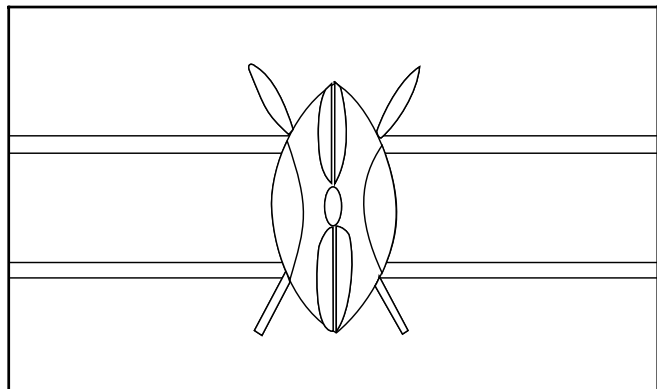
## Exports & Imports

Kenya exports agricultural products like coffee, tea, sisal (a plant fiber used to make rope), and pyrethrum (a chemical used in insecticides). Kenya imports food, particularly wheat, to feed its growing population. It also buys machinery, crude petroleum, and steel.

## Food

The staple of the Kenyan diet is corn.

Use the flag of Kenya on the poster to help you color this flag.



The people of Kenya come from many different groups or tribes. When children go to school, they often wear uniforms.



# Learning About Kenya

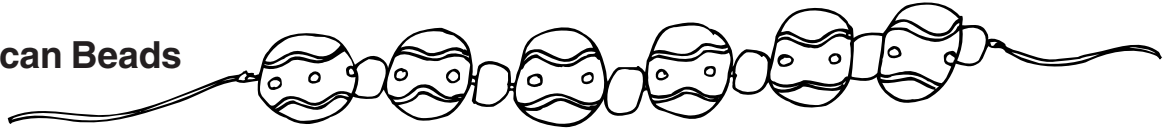
## Harambee!

Kenya's motto is "Harambee!" It means unity, strength, and peace. The Kenyans believe that only by pulling together can they overcome the enormous problems that poverty creates for their nation. Discuss with your class the importance of working together to get things done. Write the word *Harambee* on small posters. After decorating the posters with colorful borders, post them to remind students to "pull together."

## Making African Beads

### Materials:

- bead clay: flour  
salt  
water  
measuring cup  
bowl
- wooden skewer, pencil
- cookie sheet
- acrylic paints
- puffy paint in tubes (*optional*)
- clear shellac
- brushes
- 24" (60 cm) length of colored string or heavy thread

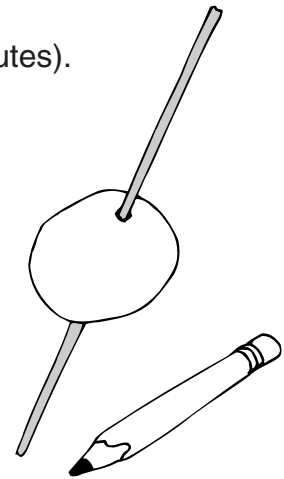


### Making Bead Clay:

- Dissolve one cup (200 g) of salt in one cup (240 ml) of warm water.
- Stir in two cups (250 g) of flour a little at a time.
- Stir and knead until the dough is soft and pliable (about five minutes).
- Keep dough in a sealed plastic bag until ready for use.

### Steps to Follow:

1. Form small 1" high (2.5 cm) balls out of clay.
  2. Push a skewer through the center of each ball to make a hole for stringing. Enlarge the hole by pushing a pencil through the same hole.
  3. Place the beads one inch apart on a cookie sheet. Bake at 325° (163°C) for 30 to 60 minutes or until they are lightly browned.
  4. Paint the beads a solid color with acrylic paints. When dry, use other colors to decorate.
  5. Shellac the dried beads by brushing on several coats of clear shellac.
  6. String the dry beads by threading them on the colored string or cord.
- Small plastic beads placed between the clay beads make good spacers.



## Reference Books - Kenya

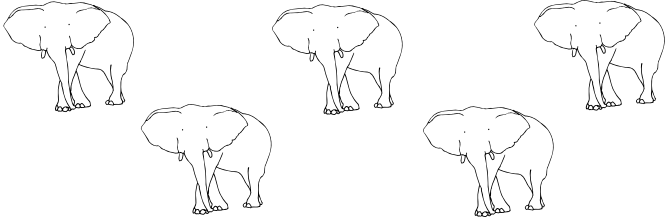
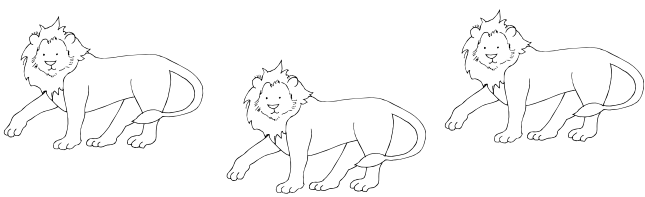
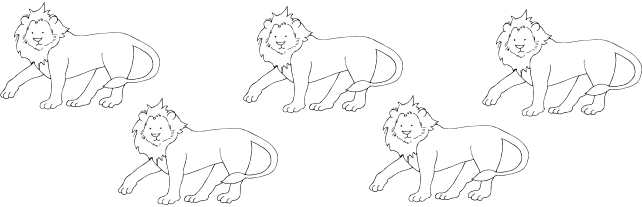
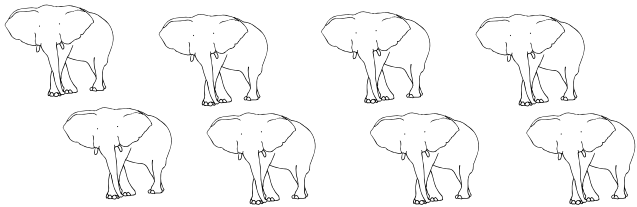
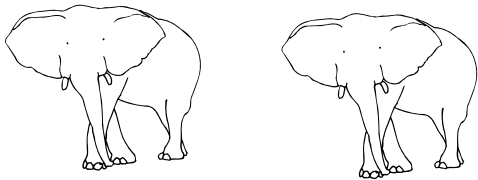
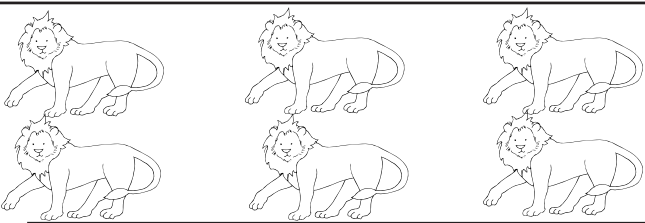
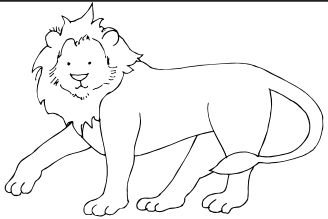
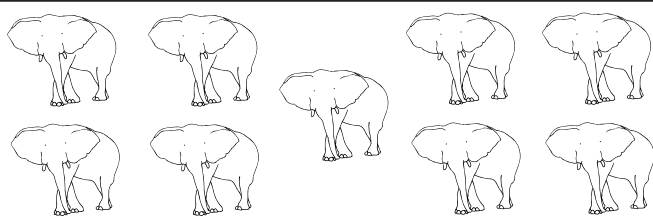
- Boy of the Masai*** by Natalie Donna; Dodd, Mead, & Company, 1964.  
***Bringing the Rain to Kapiti Plain*** by Verna Aardema; Dial Books for Young Readers, 1983.  
***Growing Up Masai*** by Tom Schachtman; Macmillan Publishing, 1981.  
***Jambo Means Hello*** by Muriel Feelings; Dial Books for Young Readers, 1981.  
***Moja Means One*** by Muriel Feelings; Dial Books for Young Readers, 1976.  
***When Africa Was Home*** by Karen Lynn Williams; Orchard Books, 1991.

# Counting in Swahili

<b>moja</b> (mo-ja)	one
<b>mbili</b> (m-bi-li)	two
<b>tatu</b> (ta-tu)	three
<b>nne</b> (n-ne)	four
<b>tano</b> (ta-no)	five

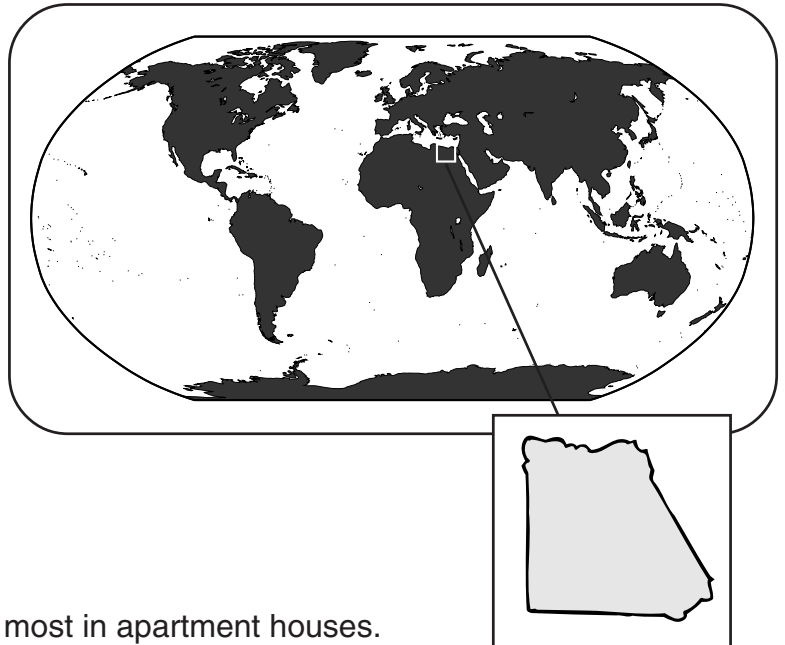
<b>sita</b> (si-ta)	six
<b>saba</b> (sa-ba)	seven
<b>nane</b> (na-nee)	eight
<b>tisa</b> (ti-sa)	nine
<b>kumi</b> (ku-mi)	ten

Write the Swahili word to tell how many in each set.

 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

# Egypt

Egypt is located in the northeastern corner of Africa. It is more like its neighbors in the Middle East than its African neighbors. Little rain falls in Egypt and most of the country is covered by the Sahara Desert. Almost all Egyptians (99%) live along the Nile River Valley and the Suez Canal. The capital of Egypt is Cairo.



## Language

The official language of Egypt is Arabic.

## Shelter

Half of the people in Egypt live in cities, most in apartment houses. The other half live in rural areas in small villages. They have low, flat houses built close together. The houses are made from cement blocks. The roof is used for drying and storing fruit.

## Resources

The Nile River is an important resource in Egypt. It provides water, transportation, and fertilizes the land around it.

## Exports and Imports

Egypt exports cotton and petroleum. Egypt imports food and machinery.

## Education

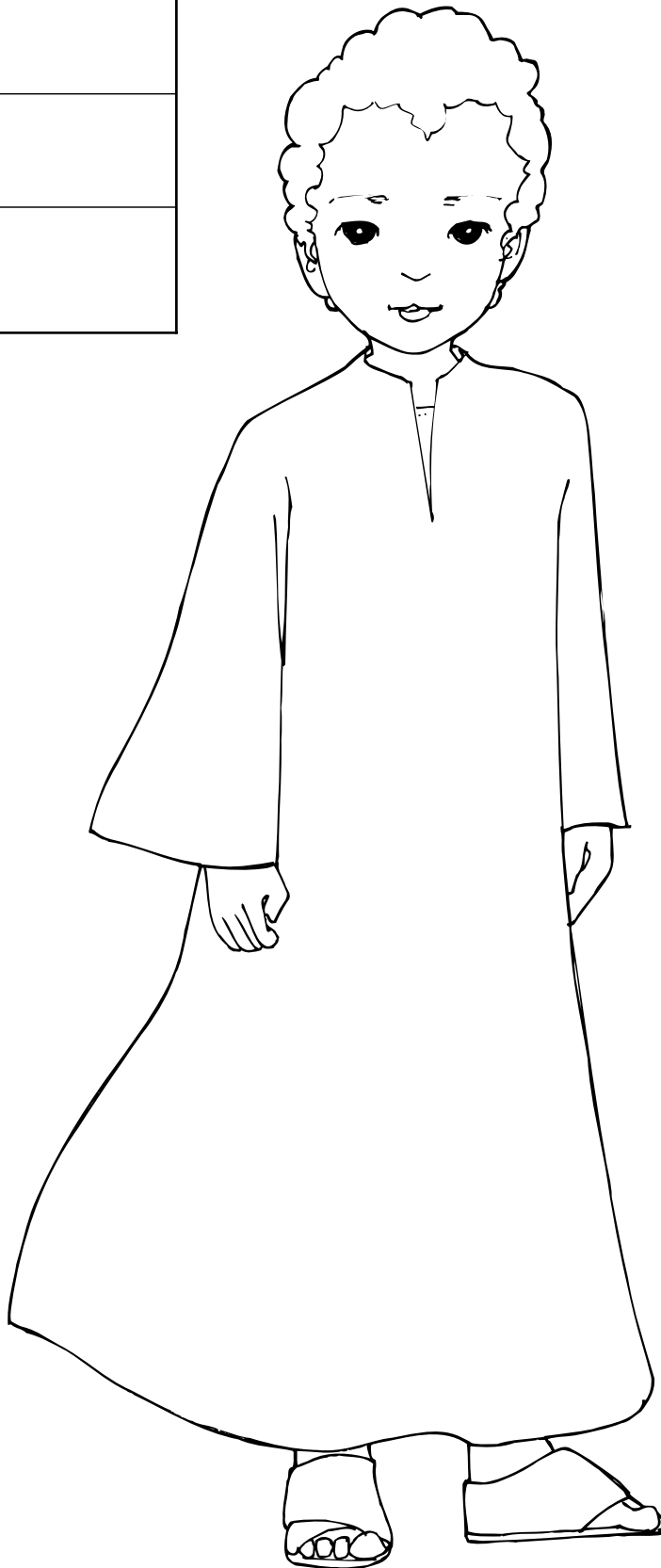
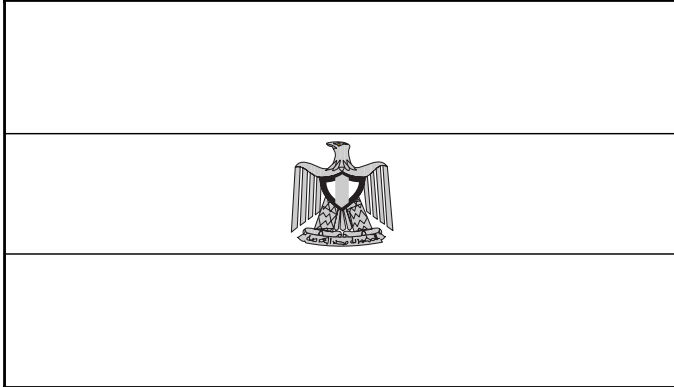
Egyptian children attend school six days a week for four hours a day. They have lots of homework. Schools are overcrowded with 40-60 students in each classroom. Sometimes there may be three shifts of classes a day.

## Food

Egyptians eat five times a day. Bread is the most important part of their diet. A popular dish is foul (pronounced fool). It is dried beans cooked and mashed with oil, lemon, and spices. Egyptians eat it with bread.

Most Egyptians are Muslim. Starting at 7 a.m. they are called to prayer five times a day.

Use the flag of Egypt on the poster to help you color this flag.



Traditional robes are much cooler than Western dress in the hot climate of Egypt.

# Learning About Egypt

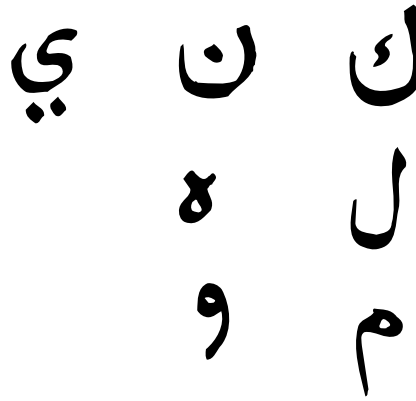
## The Importance of Family

Families are important to the people of Egypt. They have a saying, "Family life is the salt of happiness." To a desert dweller, salt is an essential commodity; so the Egyptians are saying that families are essential to happiness. Children are considered a special gift and a big family is a blessing.

To extend this idea, guide your class into writing metaphors describing their families. (Example: Mothers are life jackets in the sea of growing up.)

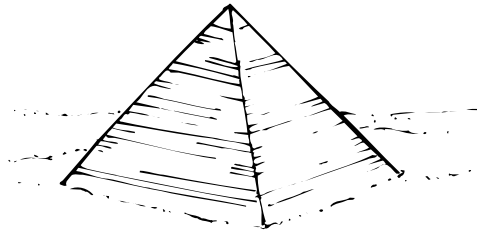
## The Arabic Alphabet

Arabic writing uses 28 symbols. It is read from right to left and top to bottom of a page. Reproduce page 25 for each student and let them write some Arabic letters. The word *calligraphy* comes from Arabic and means the art of handwriting.



## Ancient Egyptians

Over 4000 years ago, the Egyptians developed the world's first national government, invented a paper-like material called papyrus, used a form of writing, and created a 365 day calendar. They built enormous tombs for their pharaohs. These tombs were called pyramids. Read David Macaulay's book ***Pyramid***. Compare the height of your school building with the height of the pyramid.



Discuss the difficulty of moving the giant blocks of stone that were used in building. Provide wooden blocks and pencils so that students can see how the Egyptians used logs to help move the giant stones.

## Reference Books - Egypt

***Bill and Pete Go Down the Nile*** by Tomie dePaola; Putnam's, 1987.

***The Egyptian Cinderella*** by Shirley Climo; Thomas Y. Crowell, 1989.

***The Prince Who Knew His Fate*** by Lise Manniche; Philomel Books, 1981.

***Pyramid*** by David Macaulay; Houghton Mifflin, 1975.



# Write the Arabic Alphabet

Alif	ا	Dal	د	Daad	ض	Khif	ك
Ba	ب	Zal	ذ	Tau	ط	Lam	ل
Ta	ت	Ra	ر	Zau	ظ	Mim	م
Sa	ث	Za	ز	Eyn	ع	Noon	ن
Jem	ج	Sín	س	Ghyn	غ	Ha	ه
Ha	ح	Shin	ش	Pha	ف	Vav	و
Kha	خ	Saad	ص	Khaf	ق	Ya	ي

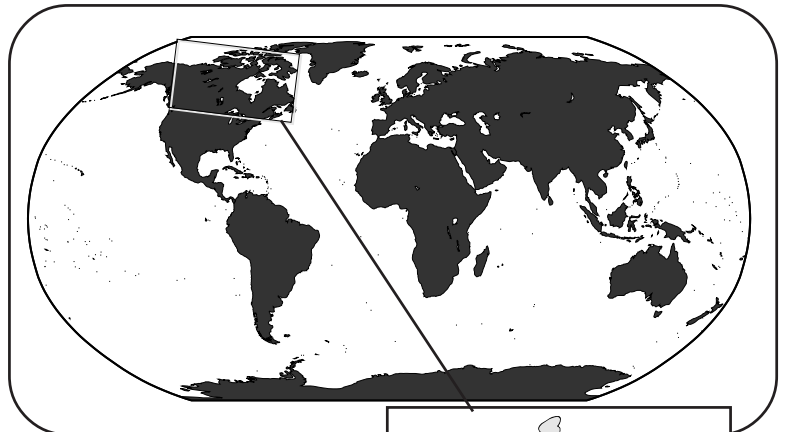
Choose six letters to practice writing.

Write each letter's pronunciation on the line.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

# Canada

Canada is the second largest country in the world. It is a huge land stretching from the Arctic Circle to the northern border of the United States. It is a country of great variety and rich resources. Canada is divided into ten provinces and two territories. The capital of Canada is Ottawa.



## Shelter

Most Canadians live within 100 miles of the U.S./Canadian border. The modern cities near its southern border are very different from the Inuit settlements of the frozen Arctic lands.

## Language

Canada is officially bilingual. All product packaging is in both English and French. Most French Canadians live in the province of Quebec.

## Resources

Canada is rich in minerals like nickel, zinc, gold, platinum, lead, silver, and iron ore. Forests cover over 1/2 of the land of Canada. Canada has more lakes than any other country. These lakes and rivers are a valuable source of water and hydroelectric power. The rich soil of the prairies is another important resource.

## Exports and Imports

Trade is the lifeblood of the Canadian nation. 70% of its trade is with the United States. Canada is the world's biggest supplier of pulp and paper. Wheat, steel, fish, petroleum, and textiles are also exported. Canada is the world's leading exporter of minerals. Canada imports food and beverages, chemicals, electronics, and some machinery.

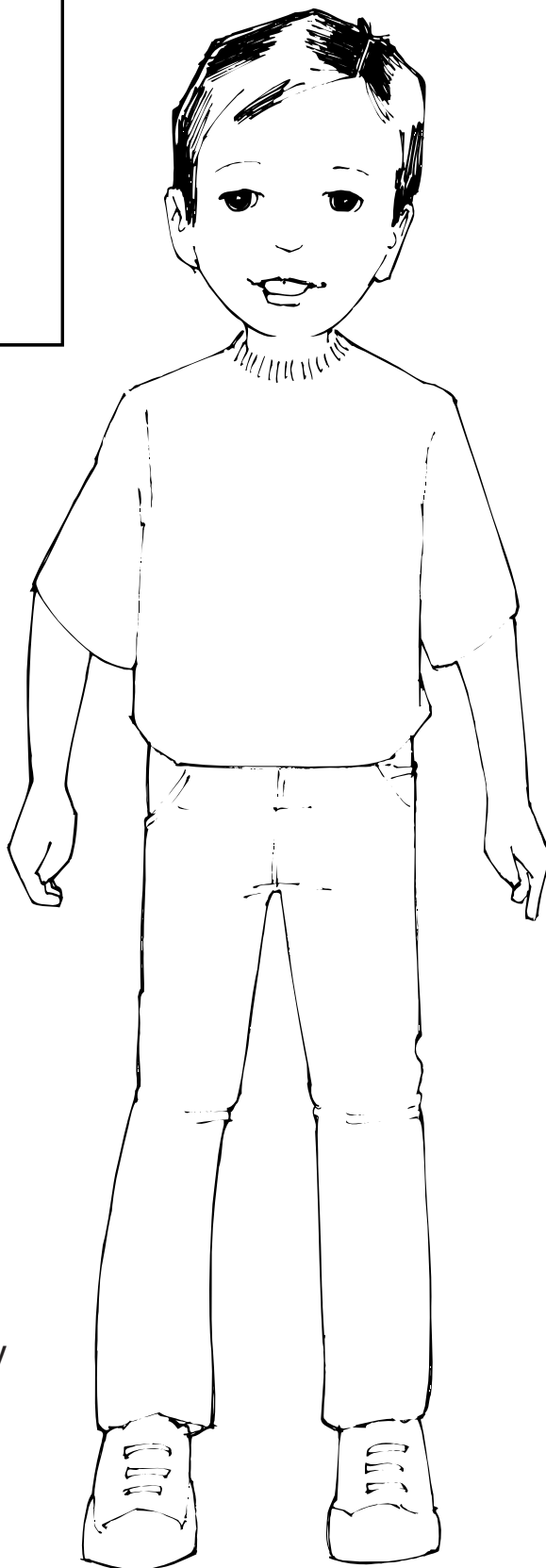
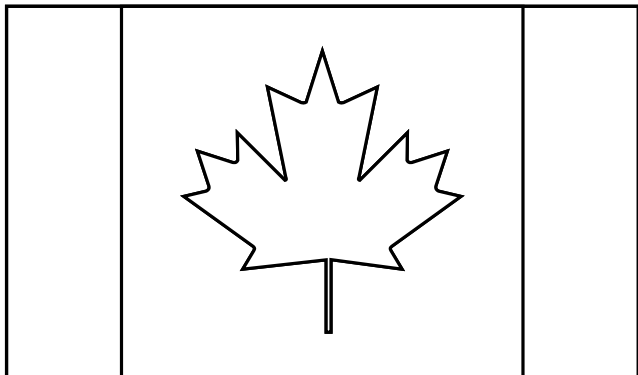
## Education

Each of the provinces and territories administers its own educational system. Schools are operated by local education authorities and generally offer 6 to 8 years of elementary and 3 to 5 years of secondary schooling.

## Food

The food eaten in Canada reflects the diversity of the land. While an English High Tea might be served in Victoria, the Inuits of the Northwest Territories might be drying fish. The French residents of Quebec might fix a French speciality, while the Scottish residents of Nova Scotia prepare a mutton stew.

Use the flag of Canada on the poster to help you color this flag.



Like children in the United States,  
Canadian children come from many  
different cultures.

# Learning About Canada

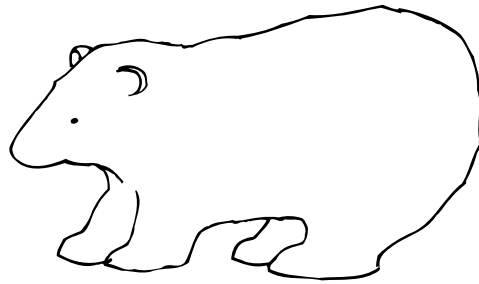
## Animals of Canada

The vast lands of Canada are home to many different animals. Bears, moose, and deer are at home in the Canadian forests. The blue whale, narwhals, seals, polar bears, and walruses swim in the Arctic Ocean. Reindeer and musk oxen roam the Northwest Territories. Beavers, foxes, mink, and muskrats live near Canada's many lakes.

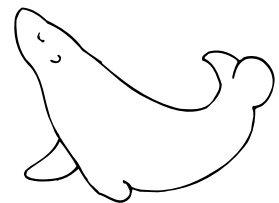
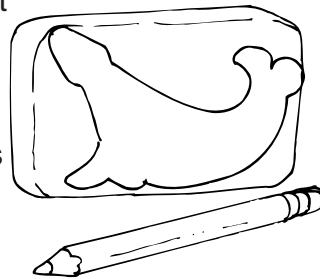
Assign animals to students for basic research. Have students identify their animal's habitat, describe its appearance, and tell what value the animal has to Canadians and their world neighbors. As students write up their findings, create a class book, "Animals of Canada".

## Soapstone Carvings

The Inuit of Canada carve the long, curved tusks of the walrus and a dark stone called soapstone. They make simple shapes that represent the animals and the people they know. The carvings are smooth and graceful. Finished carvings are kept wrapped in animal skins. The little statues are unwrapped and passed around for guests to view.



Encourage your students to try their hands at carving using small bars of soap. Draw simple outlines on the soap using a sharp pencil. Carve using a spoon, vegetable peeler, or a plastic knife. When the carving is complete, smooth the surface with wet hands.



## Canadian Province Symbols

Designs cut into the curving walls of the Canadian House of Commons at Ottawa represent the main industries of each of the ten provinces. The symbols of two provinces are shown and described on page 29. Challenge students to design a symbol representing the main industry in your area.

## Reference Books - Canada

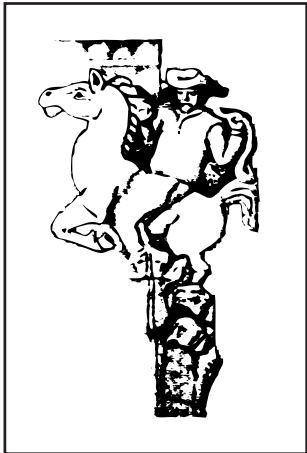
***A Dog Came Too*** by Ainslie Manson; Margaret K. McElderry Books, 1993.

***A Prairie Boy's Summer*** by William Kurelek; Houghton Mifflin Company, 1980.

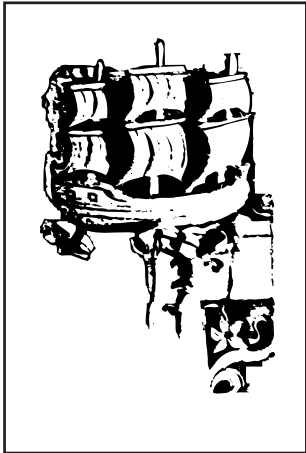
***A Prairie Boy's Winter*** by William Kurelek; Houghton Mifflin Company, 1980.

***The Very Last First Time*** by Jan Andrews; Atheneum, 1986.

# The Symbols of Canada



A cowboy riding a horse symbolizes the ranches found in Alberta.



A sailing ship symbolizes New Brunswick's shipping and fishing industries.

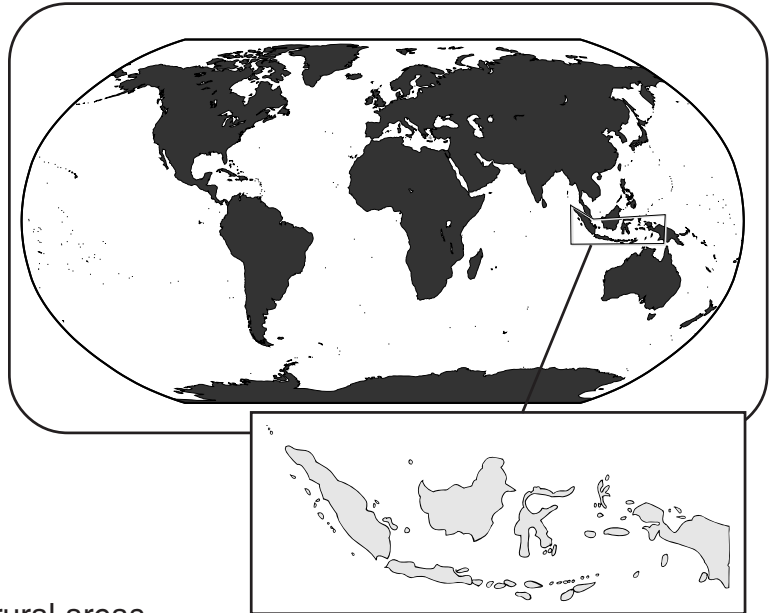
This symbol represents the place where I live.

It shows

because

# Indonesia

Indonesia is an archipelago. An archipelago is an expanse of water with many scattered islands. There are over 17,500 islands in Indonesia. Many were formed by volcanoes. Indonesia was a major crossroad of ancient trade routes. Although the people of Indonesia represent many different cultures, they have a national ideology. They have agreed to a five-point system of philosophy that helps them to accept each other. The capital of Indonesia is Jakarta.



## Shelter

Housing is a problem in both urban and rural areas. Most of the rural houses have no electricity or running water. Rural dwellings consist of a sleeping room and a large living room. A clay oven in the living room is used for cooking. Traditional rural houses are built on stilts. The space beneath the house is used for livestock and poultry.

## Language

The official language is Bahasa Indonesia.

## Resources

Indonesia has many tropical rainforests. It also has significant deposits of oil, tin, and bauxite. The ocean waters surrounding the islands are filled with fish.

## Exports and Imports

Indonesia is the world's largest exporter of wood, exotic animals, and tropical fish. It also exports crude petroleum, natural gas, and rubber. Indonesia's main imports are machinery, chemicals, and raw minerals.

## Education

Students begin school when they are seven. Up until the third grade they are taught in the regional dialect. Starting in third grade all students are taught in the official language, Bahasa Indonesian.

## Food

The main food in Indonesia is rice. People also eat a lot of fish and sago (yams). Two favorite dishes are nasi goreng (fried rice) and mie goreng (noodles), mixed with bits of vegetables.

# Indonesia

Use the flag of Indonesia on the poster to help you color this flag.



The island of Bali is part of Indonesia.  
This Balinese child is dressed for her  
traditional dance class.



# Learning About Indonesia

## Creating Unity from Diversity

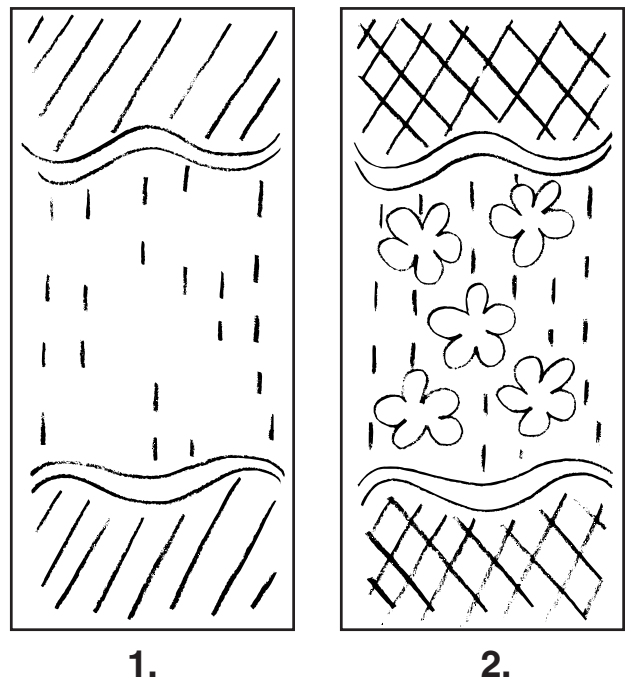
Indonesians believe in their national motto, *Bhinneka Tunggal Ika* (Unity in Diversity). Their philosophy (*Pancasila*) recognizes a belief in one Supreme Being, humanitarianism national unity, democracy by consensus, and social justice for all.

Work with your class to develop a statement of philosophy for your classroom that accepts diversity but sets ground rules for working together. Post your *Pancasila* and refer to it often.

## A Batik Bookmark

Batik is the most familiar form of textile production in Indonesia. Designs are painted on cloth with wax. The material is then dipped in dye. The wax is scraped off and then applied to different areas. The fabric is dipped again. This waxing and dipping continues until the artist is satisfied.

Create a paper batik bookmark. Give students a strip of white paper. Have them pick two light-colored crayons (eg., pink and white). Draw part of the design with one crayon (1) and part of the design with the second crayon (2). Dip the paper into a pale-colored mixture of food coloring and water. Hang to dry.



## Wayang: Indonesian Shadow Puppets

Shadow puppet shows are performed in Indonesia for special occasions. The puppets are made out of leather from young water buffalo hide. The puppets are cut in fine detail and sometimes painted. The puppets are moved in front of a light to cast moving shadows on a screen.

Follow the instructions on page 33 to make wayang puppets for your students to use. Create a shadow theater with an overhead projector and a sheet.

## Reference Books - Indonesia

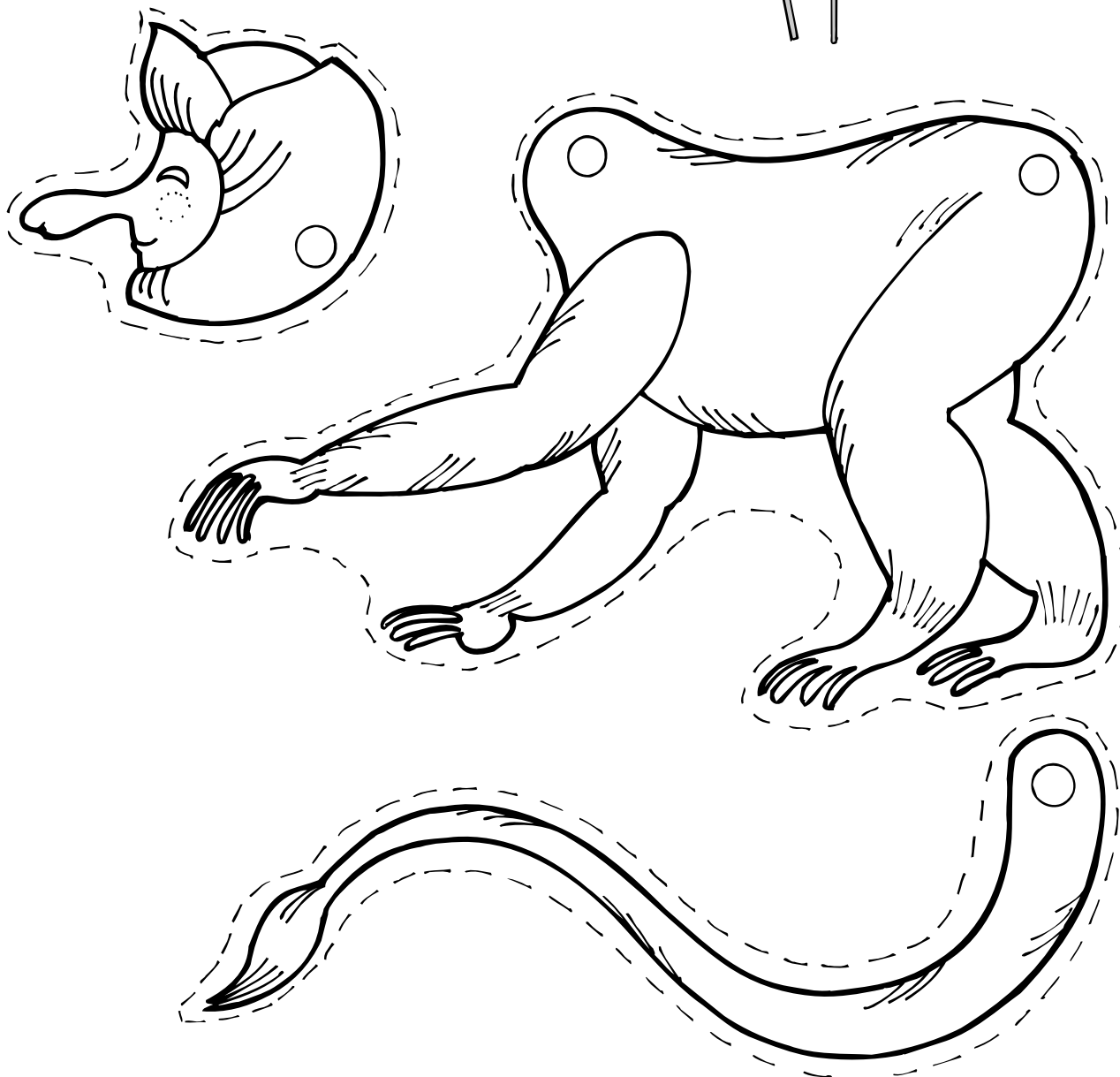
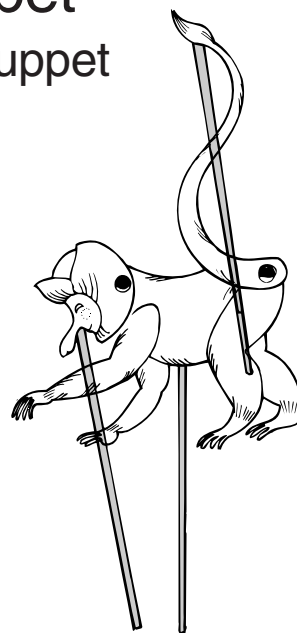
***Amat and the Water Buffalo*** by Jeanette Guillaume and Mary Lee Bachman; Howard-McCann, Inc., 1962.  
***Nature's Green Umbrella*** by Gail Gibbons; Morrow Junior Books, 1994.  
***Vanishing Rain Forest*** by Lynn Stone; The Rourke Corporation, 1994.

Note: Reproduce this page to create a shadow puppet.

# A Wayang Puppet

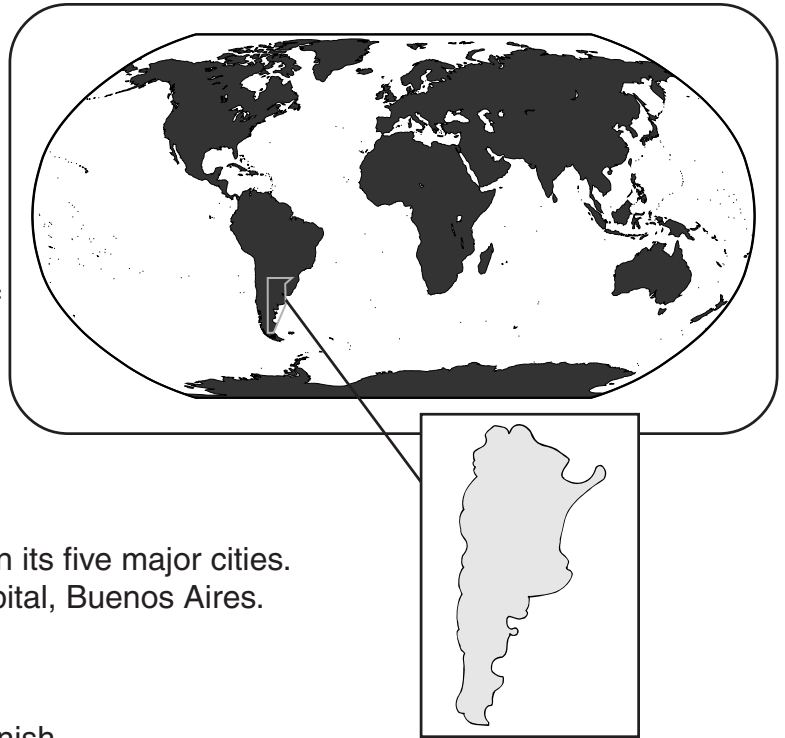
## Indonesian Shadow Puppet

1. Cut out the puppet pattern.
2. Mount it on light cardboard.
3. Cut out the cardboard puppet.
4. Attach head and tail at circles using paper fasteners.
5. Attach thin wooden skewers to each body part as shown to make them move.



# Argentina

Argentina is the second largest country in South America. It is a long country, stretching from subtropical rainforests in the north to arid plateaus in the south. The capital, Buenos Aires, is one of the world's great ports. The fertile plains of Argentina are called *pampas* and serve as the grazing land for 60 million head of cattle and sheep. Since Argentina is below the equator, winter is from May until August.



## Shelter

One-half of the people of Argentina live in its five major cities. One-third of the population live in the capital, Buenos Aires.

## Language

The official language of Argentina is Spanish.

## Resources

Argentina is self-sufficient in liquid fuels thanks to its oil reserves. It has rich soil in the pampas region and deposits of lead, zinc, copper, and coal.

## Exports and Imports

Beef, cereal grains, fruits, vegetable, and nuts are important exports. However, the dependence on large-scale production of livestock and agricultural goods is shifting to industrial production. Argentina imports coffee, chemicals, and machinery to use in its developing industry.

## Education

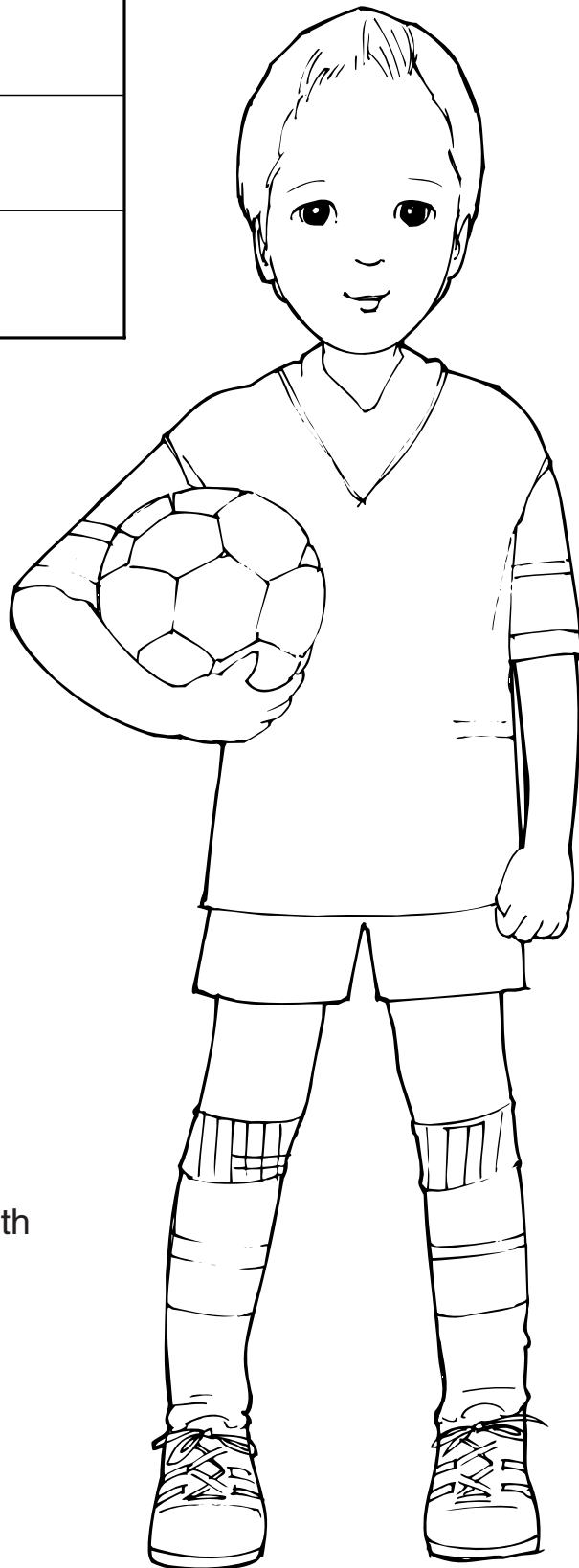
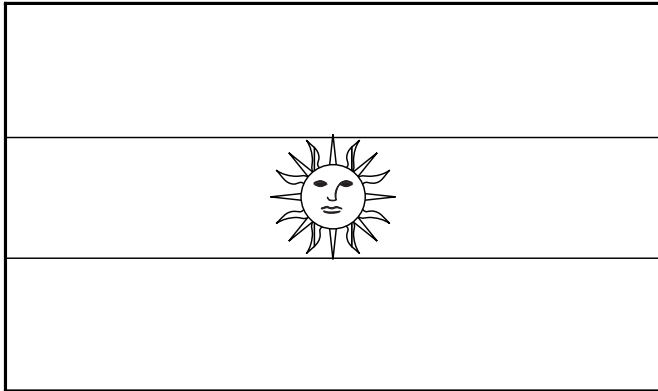
Argentina has free compulsory education. Most adults can read and write.

## Food

Argentines love beef. They eat about 200 pounds (91 kg) a year per person.

# Argentina

Use the flag of Argentina on the poster to help you color this flag.



Soccer is a very popular sport with Argentine children.

# Learning About Argentina

## A Lesson in Spanish

The official language of Argentina is Spanish. Introduce your students to some basic Spanish words. Reproduce the activity page on page 37 and have students color the gaucho using the Spanish color guide.

### Spanish numbers

<b>uno</b> (oo'-no)	one
<b>dos</b> (dohs)	two
<b>tres</b> (trays)	three
<b>cuatro</b> (kwah'-tro)	four
<b>cinco</b> (seen'-koh)	five
<b>seis</b> (say'-ees)	six
<b>siete</b> (see-ay'-tay)	seven
<b>ocho</b> (oh'-choh)	eight
<b>nueve</b> (nway'-vay)	nine
<b>diez</b> (dee-ays)	ten

### Spanish colors

<b>rojo</b> (roh'-hoh)	red
<b>azul</b> (ah-sool')	blue
<b>amarillo</b> (ah-ma-ree'-yoh)	yellow
<b>verde</b> (vayr'-day)	green
<b>anaranjado</b> (a-nah-rahn-hah'-doh)	orange
<b>rosa</b> (roh'-sa)	pink
<b>moreno</b> (moh-ray'-noh)	brown
<b>blanco</b> (blahn'-ko)	white
<b>negro</b> (nay'-groh)	black

## A Spanish Greeting

*(sung to the tune of "Are You Sleeping?")*

<b>Buenos dias, Buenos dias,</b>	(bway'-nohs dee'-ahs)	Good day.
<b>¿Como estas? ¿Como estas?</b>	(koh'-moh ay-stahs')	How are you?
<b>Muy bien, gracias. Muy bien, gracias.</b>	(moo'-ee bee-ayn' grah'-see-ahs)	I am fine, thank you.
<b>Adios, Adios.</b>	(ah-dee-ohs')	Good-bye.

Have one group of students sing the first two lines and a second group of students answer with the last two lines.

### Reference Books - Argentina

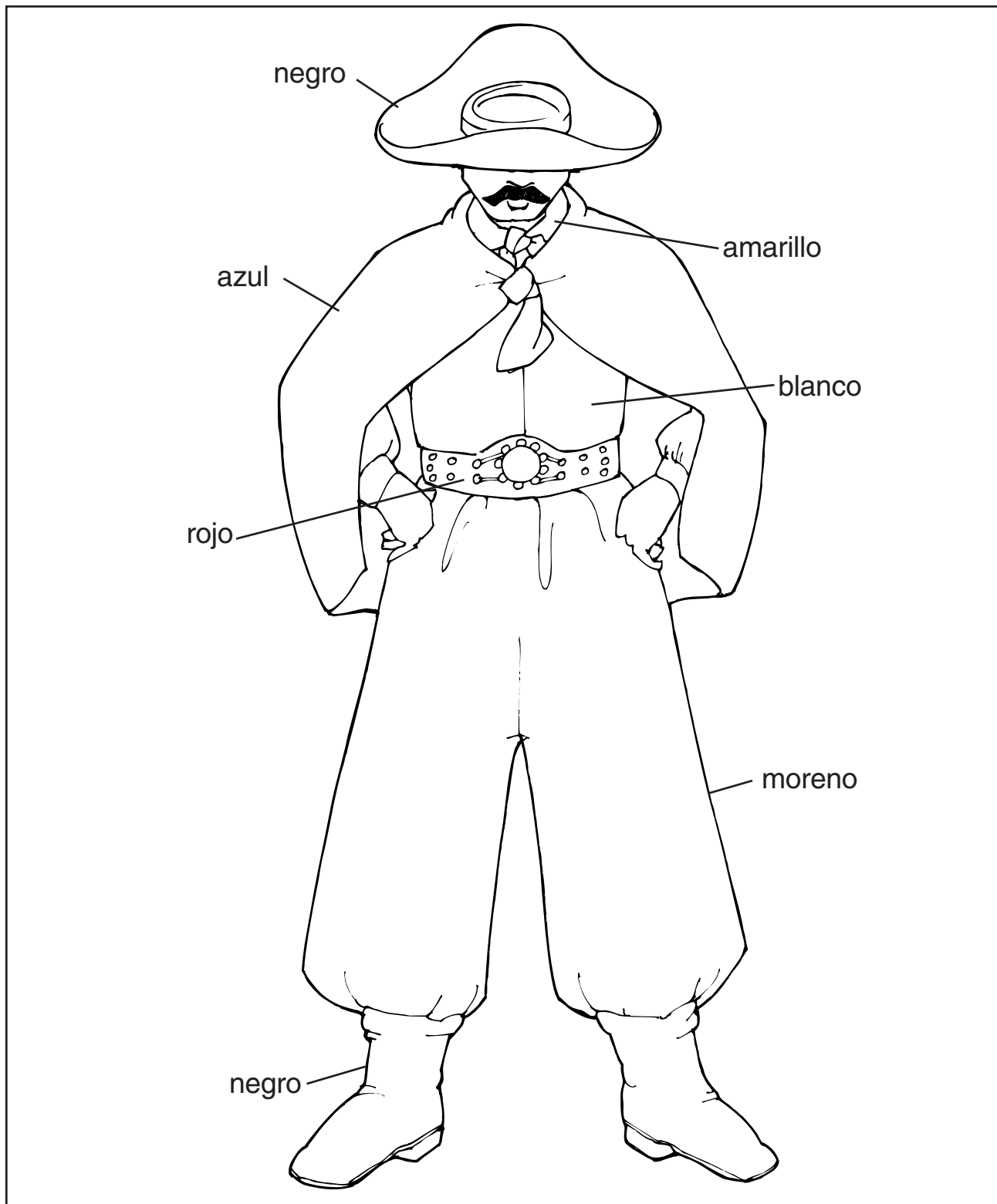
***My Mama's Little Ranch on the Pampas*** by Maria Cristina Brusca; Henry Holt and Company, 1994.  
***On the Pampas*** by Maria Cristina Brusca; Henry Holt, 1991.  
***Take a Trip to Argentina*** by Keith Lyn; Franklin Watts, 1986.

Note: Reproduce this page to use with the activity on page 36.

# A Gaucho

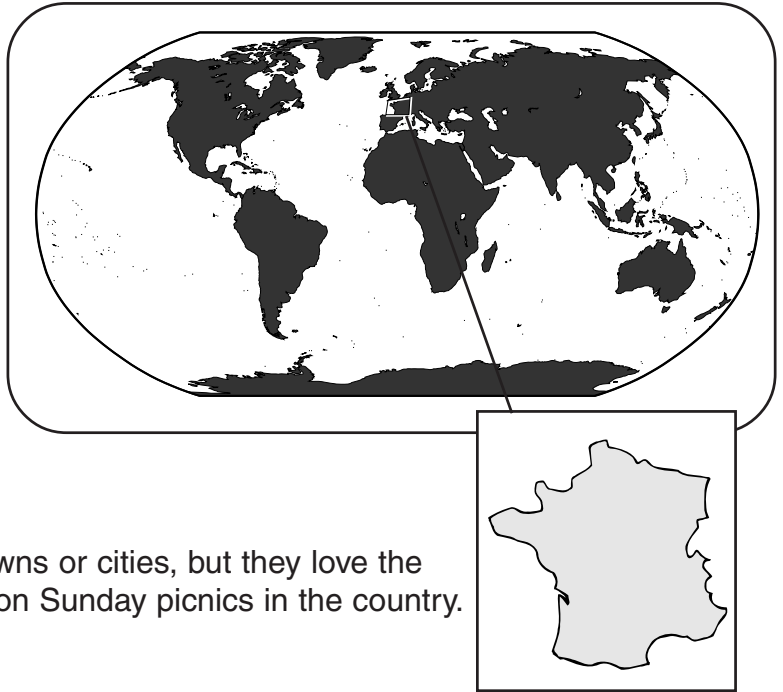
Gauchos are Argentine cowboys. They herd the many cattle raised in Argentina. Gauchos wear a special traditional costume for festive events.

Color the gaucho.



# France

France is the third largest European nation and the most populous. The French people call their country “la belle, la douce” (the beautiful, the sweet). France has 2000 miles of coastline with beach resorts and also towering mountains for winter sports. Paris, its capital, is a major tourist attraction. The city is filled with parks, monuments, churches, sidewalk cafes, and the famous Eiffel Tower.



## Shelter

Two out of three French people live in towns or cities, but they love the rural life. They tend tiny gardens and go on Sunday picnics in the country.

## Language

The official language of France is French.

## Resources

France has high-quality soil and beautiful mountains. It has inadequate fuel supplies. Currently its forests are being replanted.

## Export and Imports

France exports perfume, cheese, and wine. Its factories produce aircraft, iron, machinery, steel, textiles, and motor vehicles for export. France imports 3/4 of its fuel.

## Education

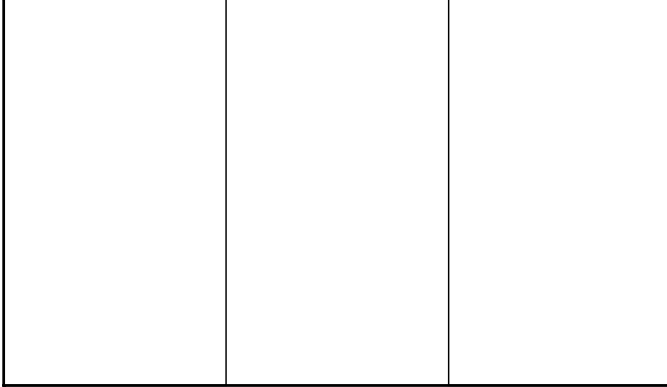
Children from 6-16 must attend school in France. There is no school on Wednesday afternoon, but there is school on Saturday morning. Students must take a test (called the baccalaureate exam) to qualify for college.

## Food

There are more than 300 kinds of French cheese. The French people enjoy crusty French bread, fruit, cheese, soup, and wine. French chefs are famous for elegant dishes served with style.



Use the flag of France on the poster to help you color this flag.



Every morning French people go to the bakery to buy bread for the day.

# Learning About France

## The Fleur-de-lis Prints

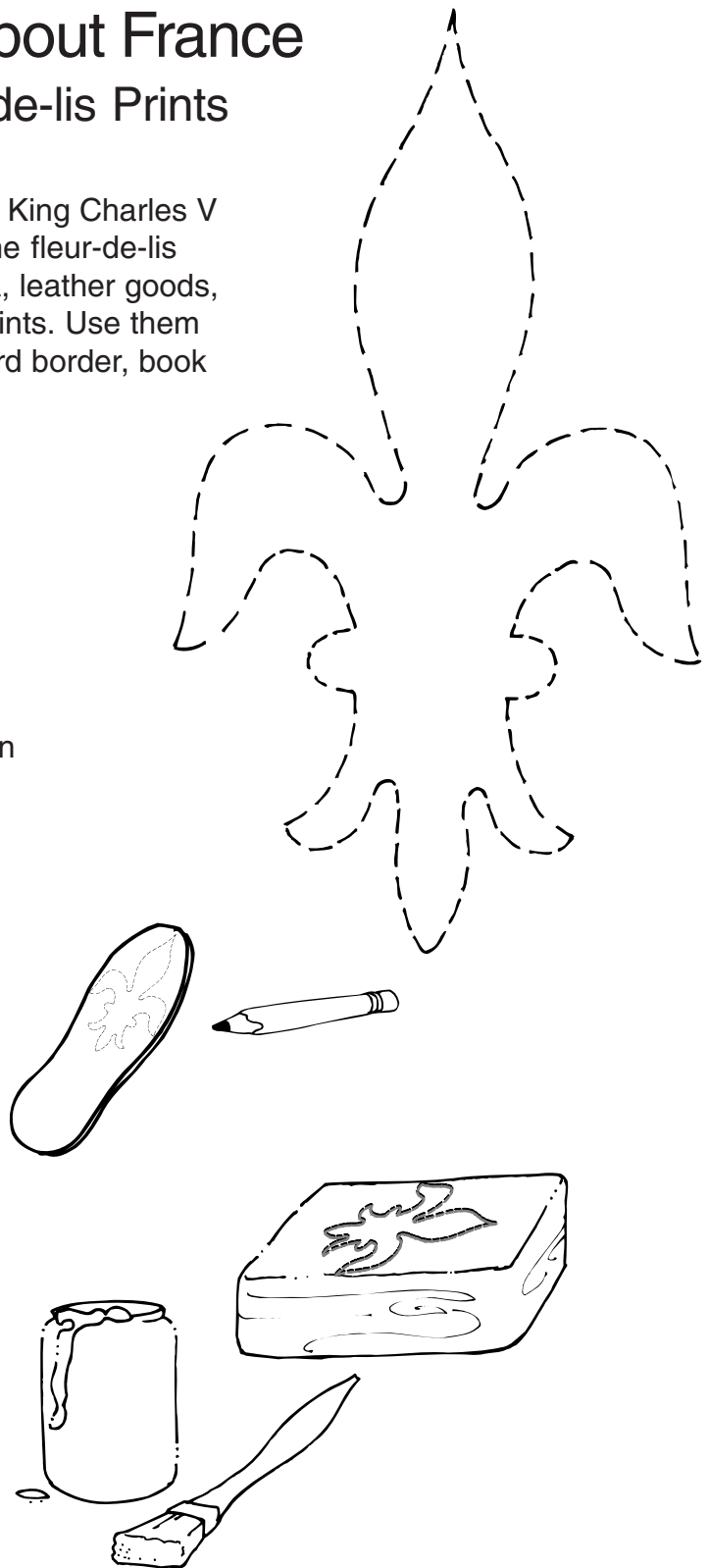
The fleur-de-lis, a stylized iris, was chosen by King Charles V to be the royal symbol. Throughout France, the fleur-de-lis pattern can be seen adorning buildings, china, leather goods, and many other objects. Create fleur-de-lis prints. Use them to decorate wrapping paper, as a bulletin board border, book cover, etc.

### Materials:

- fleur-de-lis pattern
- shoe innersoles
- tempera paint and paint brushes or printing ink and a brayer
- scissors
- white or colored paper
- blocks of wood slightly larger than pattern

### Steps to follow:

1. Reproduce the fleur-de-lis pattern.
2. Cut out and trace onto a spongy shoe innersole.
3. Cut out (this may require adult help).
4. Glue onto wood blocks.
5. Lightly apply paint or ink to fleur-de-lis.
6. Stamp paper with design to create an interesting pattern, applying more paint/ink as needed.



### Reference Books - France

***The Inside-Outside Book of Paris*** by Roxie Munro; Dutton Children's Books, 1992.  
***Martha's Best Friend*** by Danielle Steel; Delacorte Press, 1989.  
***Mirette on the High Wire*** by Emily Arnold McCully; G.P. Putnam's Sons, 1992.

# Parlez-vous Français?

## Let's Learn a Little French

It can be easy to teach your students a few words in French just by using them:

<b>oui</b> (oowee)	yes
<b>non</b> (noh)	no
<b>s'il vous plaît</b> (see voo play')	please
<b>merci</b> (mehr see')	thank you
<b>bonjour</b> (bohn zhoor')	good morning/day
<b>au revoir</b> (oh reh vwah')	goodbye
<b>je m'appelle...</b> (zheh mah pell'...)	My name is...
<b>très bien</b> (tray bee-ehn')	very good

Below are some signs in French. You can put them up in your classroom.

<b>Arrêt</b> (ah-rhet')	Stop	<b>la porte</b> (lah-port)	door
<b>Entrée</b> (ahn-tray')	Entrance	<b>le bureau</b> (luh byō-roh')	desk
<b>Sortie</b> (sawr-tee')	Exit	<b>la fenêtre</b> (lah fe-netr')	window

Arrêt

la porte

Entrée

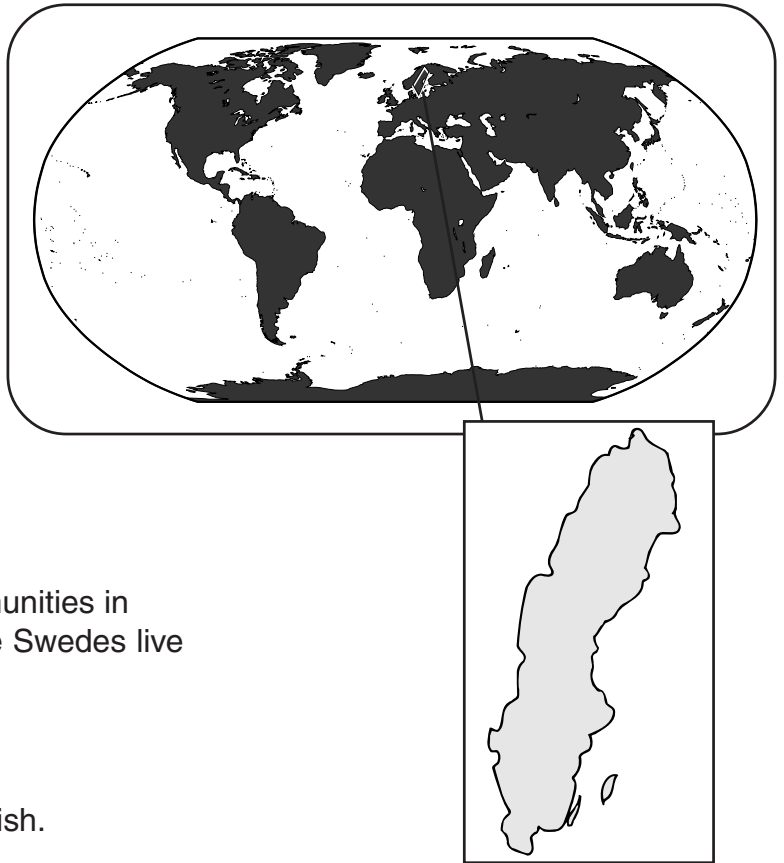
le bureau

Sortie

la fenêtre

# Sweden

Sweden is located in northwest Europe. The Arctic circle crosses the northern part of the country. The north half of Sweden is a snowbound wilderness. Few people live there. Lapp Sami nomads wander with their reindeer herds across the snow. There are many lakes in Sweden. Its capital, Stockholm, sprawls across 14 islands linked by 50 bridges. The industries of steel, lumber, and hydroelectric power make Sweden one of the richest countries in Europe.



## Shelter

Most Swedish people live in urban communities in southern Sweden. Two out of every three Swedes live in apartments.

## Language

The official language of Sweden is Swedish.

## Resources

Sixty-four percent of Sweden's land is covered by forest. Sweden has a lot of water and can produce much hydroelectric power. Sweden has poor soil for growing crops.

## Exports

Sweden is one of the world's leading exporters of timber, pulp, and newsprint. Sweden is also known for beautiful, high-quality textiles, crystal, and furniture.

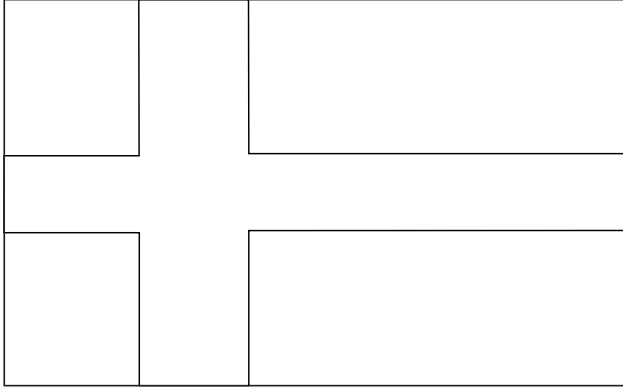
## Education

Beginning at age 7, students attend basic school for nine years and gymnasium (secondary school) for two to four years.

## Food

Swiss people eat lots of fish, vegetables, cheese, yogurt, milk, and potatoes. A smorgas is an open-faced sandwich. On Thursday the traditional meal is pea soup with pancakes and jam.

Use the flag of Sweden on the poster to help you color this flag.



This swedish girl likes to put on the traditional costume for holidays and special occasions.

# Learning About Sweden

## Allemansrätten (AHL-lay-mahns-raht-ten) Everyman's Right

An ancient tradition in Sweden gives everyone the right of access to any wood or field. They can walk there, or gather flowers, or camp. There are no laws that forbid trespassing. The only condition is that people not litter or invade the owner's privacy.

Discuss with students the problems that might occur in their neighborhood if all lands were shared. Have them make a list of behaviors that would have to be practiced to make *allmansrätten* work. Try establishing an *allmansrätten* in your classroom with students taking the responsibility for caring for shared space.

## Sprattelgubbe

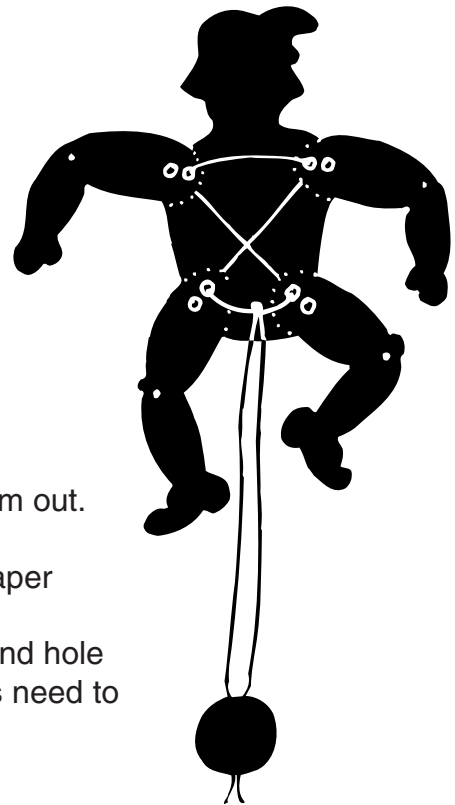
Jumping Jacks have always been favorite Swedish toys. Make a simple cardboard replica following these directions. You will want to do this in small groups with an adult supervisor.

### Materials:

- poster board 8" x 11" (22 x 28 cm)
- colored markers
- strong scissors
- a paper punch
- paper fasteners (8 per puppet)
- 24" (61 cm) piece of string
- wooden bead

### Making a Jumping Jack

1. Copy the puppet pattern on page 45. Cut out the pieces and trace them on the poster board.
2. Color the pieces using the markers, and then cut them out.
3. Punch holes in the pieces as shown.
4. Fasten the arm pieces together at the elbows with paper fasteners. Fasten the legs together at the knees.
5. Fasten the arms and legs to the body using the second hole from the top of the upper arms and thighs. Fasteners need to be a bit loose to allow for movement.
6. Thread string through holes as shown.
7. Knot the two sections of string between the legs.
8. Tie the wooden bead to the ends of the string and pull.

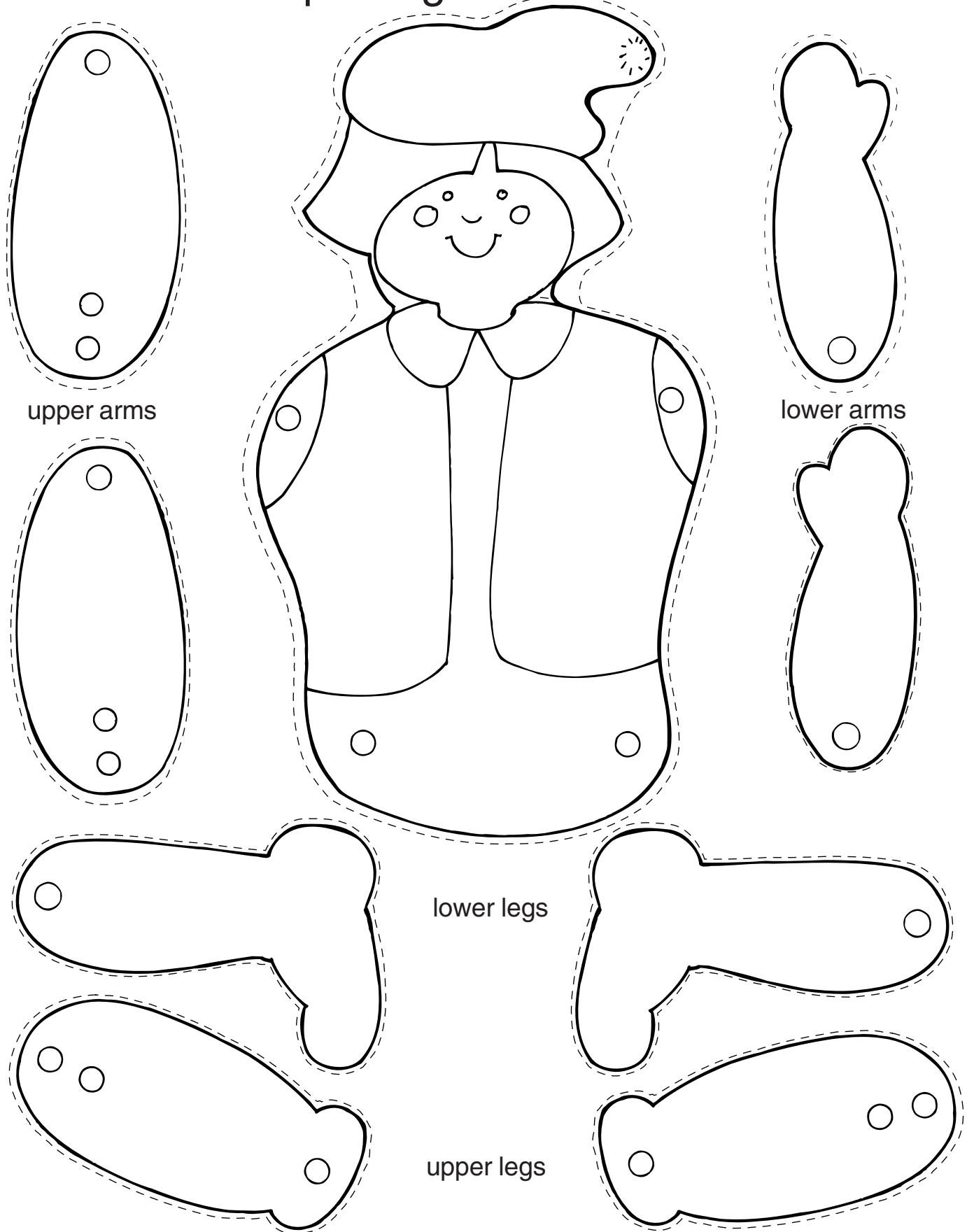


### Reference Books - Sweden

***Christmas at the Tomten's Farm*** by Harald Wiberg; Coward, McCann & Geoghegan, 1981.  
***The Queen's Necklace*** retold by Jane Langton; Hyperion Books for Children, 1994.  
***The Wild Christmas Reindeer*** by Jan Brett; G.P. Putnam's Sons, 1990.

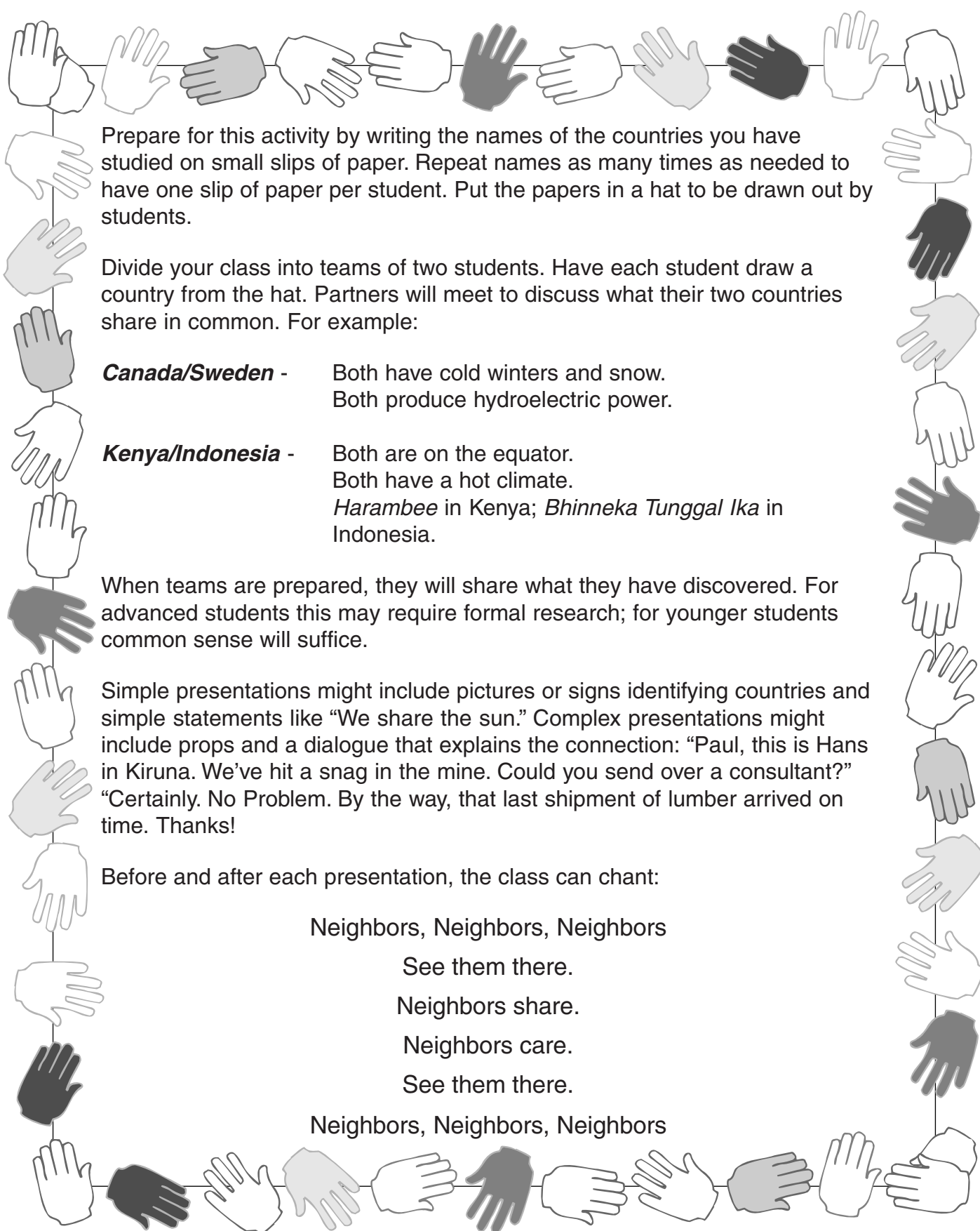
Note: Reproduce this page to make a Swedish Jumping Jack.

## Sprattelgubbe Pattern





# Neighbors Sharing with Neighbors



Prepare for this activity by writing the names of the countries you have studied on small slips of paper. Repeat names as many times as needed to have one slip of paper per student. Put the papers in a hat to be drawn out by students.

Divide your class into teams of two students. Have each student draw a country from the hat. Partners will meet to discuss what their two countries share in common. For example:

**Canada/Sweden** - Both have cold winters and snow.  
Both produce hydroelectric power.

**Kenya/Indonesia** - Both are on the equator.  
Both have a hot climate.  
*Harambee* in Kenya; *Bhinneka Tunggal Ika* in Indonesia.

When teams are prepared, they will share what they have discovered. For advanced students this may require formal research; for younger students common sense will suffice.

Simple presentations might include pictures or signs identifying countries and simple statements like "We share the sun." Complex presentations might include props and a dialogue that explains the connection: "Paul, this is Hans in Kiruna. We've hit a snag in the mine. Could you send over a consultant?" "Certainly. No Problem. By the way, that last shipment of lumber arrived on time. Thanks!"

Before and after each presentation, the class can chant:

Neighbors, Neighbors, Neighbors

See them there.

Neighbors share.

Neighbors care.

See them there.

Neighbors, Neighbors, Neighbors

# Jobs to Share with Our Neighbors Around the World



It is important that we work together with our neighbors in other lands to make the world a better place. Make a list of jobs that neighbors in other lands can share:

1. Clean up the oceans.

2. Grow more food.

3.

4.

5.

6.

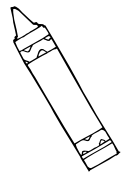
7.

8.

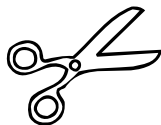
Note: Copy this page for your students. You may want to write some of the jobs that you listed on page 46 on the small hands before copying the page.

# Hands Around the World

1) Color











2) Cut

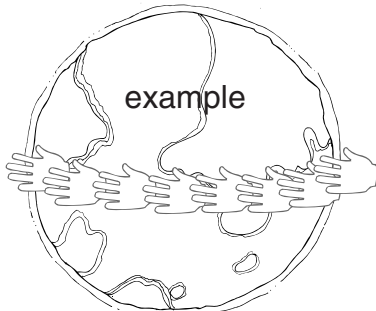


3) Paste the hands across the world.





example



# How to Use Your Posters

## Side 1

Use this side of the poster at the beginning of the unit as you are developing the idea of the world as a neighborhood.

When you begin studying the eight countries in the unit, switch to side 2.

You might want to display this side again as you culminate the unit.



## Side 2

This giant world map can be used to locate the countries highlighted in this unit.

Post it on a bulletin board. Help students to identify the continents and the oceans. Point out the Equator, and other features appropriate to your students' level.

As you study each country, post the picture of the child beside the correct flag. Run a piece of yarn from the figure/flag to the country.



# Thematic Units for the 1-3 grade classroom



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EMC 109 - Animals from Eggs  
EMC 253 - Dinosaurs and Other Prehistoric Animals  
EMC 274 - In the Rainforest  
EMC 535 - Bats  
EMC 537 - Forest & Meadow Habitats  
EMC 539 - Bread

EMC 549 - The World is Our Neighborhood  
EMC 550 - Homes Near and Far  
EMC 551 - From Farm to Table  
EMC 552 - My Community  
EMC 553 - Transportation  
EMC 554 - Pond & Stream Habitats  
EMC 561 - Native Americans